



Connect

Term 2

Teacher's Guide





Shona Evans



Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives, keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands toward this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki
Minister of Education and Technical Education

Contents

Scope and sequence

	Unit	Vocabulary	Language	Phonics	Life skills	Values	Issues and challenges	Integrated cross-curriculum topics
How the world works	5 My food	apple, date, egg, nut, orange, strawberry, grapes	I like (oranges). Me, too!	f: four, flower, fork s: strawberry, star, school Identifying the last letter in a word	**Participation:** We like to give **Communication:** Show and tell **Problem solving:** Finding a problem and suggesting solutions	**Respect:** Let's say thank you! **Independence:** Show and tell	**Community participation:** Shopping **Preventative health:** Healthy eating	**Science:** Healthy food **Project:** A healthy food plate
	6 Let's visit the zoo	camel, elephant, giraffe, lion, monkey, snake	What's that? It's a (giraffe).	e: elephant, egg, exit, o: orange, olives, on	**Communication:** Show and tell	**Empathy:** We care for animals! **Curiosity:** Explore new sounds!		**Science:** Animal habitats
Communication	7 My toys	ball, balloon, car, doll, robot, teddy bear; blue, green	Where's my (robot)? Look, here it is. Thank you.	a: ant, apple r: robot, rabbit, ring Identifying the middle letter in a word	**Communication:** Show and tell **Participation:** Let's share!	**Participation:** Let's share!	**Community participation:** Playing together	**Math:** Counting (5-10) **Art:** A teddy bear
	8 Let's go shopping	cap, jacket, sweater, shorts, skirt, t-shirt	Put on your (t-shirt). I'm wearing (a yellow skirt).	c: cap, car, cat j: jacket, jump Identifying the last letter in a word	**Self-management:** I can get dressed **Communication:** Show and tell	**Self-management:** Let's get dressed!		**Math:** Counting (1-10) **Art project:** A paper doll
	Review 2	Revision of vocabulary from units 5–8	Revision of language from units 5–8	Revision of phonics from units 5–8				

Introduction

Connect KG 1 is the first level of an exciting new course for kindergarten learners. Using the latest methodological techniques for kindergarten classes, the course takes the children on a learning journey which is full of fun, engaging activities with friendly characters in a familiar world.

Aims of the course

The course is based on activities to develop oral and listening skills in English as well as introducing the alphabet and basic phonetic sounds. It has a background in the cognitive-developmental theory which supports and guides children as they construct their own understanding of the world. The course has been designed in alignment with the curriculum framework set by the Ministry's Center for Curriculum and Instructional Materials Development (CCIMD).
The course has been developed to support teachers and students to achieve the objectives of the curriculum reform at the heart of the Egyptian Vision 2030. It has been carefully designed to support whole child development; it not only supports the language development of the child, but also attends to their physical, cognitive, social and emotional needs. Therefore, the activities combine life skills, values, issues and challenges, and Content and Language Integrated Learning (CLIL) with songs, games, stories and projects. This is done in order to create a comprehensive, successful, first steps learning experience.
Each level is divided into four main themes *(Who am I? (About me), The world around me (My world), How does the world work? (The wider world)* and *Communication)*, encouraging the students to gradually develop their understanding of themselves, their environment and citizenship.

Topics

The context of the book reflects the children's immediate environment, so the topics draw on their knowledge and subsequently motivate them to discover more about the world through English. Topics in *Connect KG 1* include the family, school, home, food, toys, animals and clothes.

The main characters

Adam and Dina are the main child characters. They are a brother and sister who live with their immediate family. They go to a kindergarten and have two close friends, Laila and Youssef. The characters are learning about their environment and the world around them, so the students studying the course learn with them.
Busy Bee is a kind, wise, responsible and knowledgeable queen bee. She guides the characters as they develop and grow as individuals. She appears in the stories to help the children solve little problems concerning life skills, such as self-confidence, empathy and helping others. Busy Bee is represented throughout the course in the activity icons, which clearly show students what kind of activity it is.

Course outline

The course has the following components:

Student's Book

The Student's Book consists of two terms. Each term has four main units plus one review unit. Each main unit consists of twelve pages, which equate to six lessons, plus at least two *Play time* pages.
Each unit has an appropriate topic for young children. The six lessons in each main unit include a variety of the following features:

- presentation of vocabulary in the context of an illustration, which is clearly presented and practiced through a song
- a story featuring the vocabulary in the context of chunks of useful language
- deeper exploration of life skills, values, or issues
- listening and speaking practice of the target language of the unit
- phonics presentation and practice, including listening, speaking, tracing and writing tasks
- integrated content from other curriculum areas, with a focus on Math and Science, as well as Art, Music and Social studies
- a project in which students complete a craft project and present it using the unit vocabulary
- a show and tell activity
- a unit review section

Introduction

After each main unit, there are at least two pages of *Play time* activities. These pages are extra material designed for the students to work independently. They revise known language so they can be assigned at any time. They are ideal for fast finishers. However, since these pages are extra revision material, it is not vital that these pages are completed. They are intended to be extra fun tasks only and are not compulsory.
The review units at the end of each term are designed to practice and consolidate the language students learned so far.
At the end of the book are a selection of cut-out materials to be used as interactive resources. Full guidance about when to use these are given in the Teacher's Guide notes.

Teacher's Guide

A full-color Teacher's Guide includes every page of the Student's Book set opposite the accompanying notes. This comprehensive guide provides detailed lesson plans on how to teach all activities, and suggested key teacher language. Audioscripts for all the recorded material are also provided.
Each lesson begins with a lesson box highlighting objectives, vocabulary, key language and additional material required for the lesson, including any other materials that may need to be prepared beforehand.
Step-by-step teaching notes suggest how to approach the lesson. Every lesson begins with suggested warm up activities to revise language from previous lessons. The notes suggest many ideas about how to access previous knowledge and experiences within new topics. There are fast finisher activities and practice game suggestions at the end of each lesson.

CD

The audio CD includes all the recorded material with age-appropriate songs and stories, which were carefully written and produced for the age group.

Digital materials

Links are included throughout the Teacher's Guide to animated videos of the songs and stories. Animation brings the story content to life and additional fun and action to the songs. There are also supporting videos for some integrated curriculum content to help teachers to explain more difficult concepts.

How to use the course

Unit walkthrough

There are two Student's Book pages for each lesson. Each lesson has a particular focus.

Vocabulary

Students throughout listen to the new words and find the items in the picture.

Students then listen to the song and sing along as much as they can. They can also sing on their own with the karaoke version of the song.

Confidence with the new language is gradually built up through fun activities.



The artwork is bright and colorful with lots of details for students to find and discuss.

The word box shows the new words of the unit. The words are in blue because students are not expected to be able to read them at this stage. Words will be presented in black for students to read later on.

The language in each lesson is clearly presented to teachers and parents in the footer.

Introduction

Phonics

Students listen to the lively phonics chant, which presents the target sounds. They listen and repeat the sounds.

Clear guidance about the formation of each letter is given on the page. Students can then practice tracing the letter in the context of a word.



The letter sounds are presented with words that are known or simple and common so that students can link a new concept to familiar words and objects.

This feature shows students where the letters they are studying fit into the alphabet.

Listening and speaking

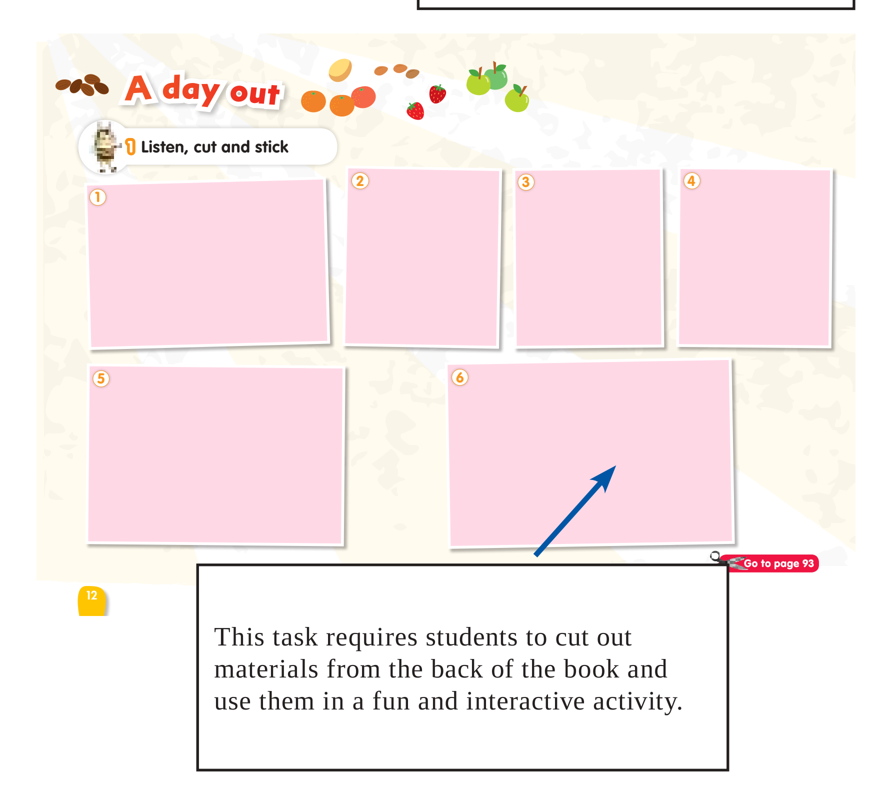
The focus of this lesson is for the students to practice the target language in a fun listening and speaking activity.

First, students listen to sample dialogues and point to the corresponding pictures on the page.



The aim of this activity is for students to practice and perform a simple dialogue in pairs.
The small pictures below the heading help students to identify the language required.

By the end of the lesson, students should be comfortable using the language independently.



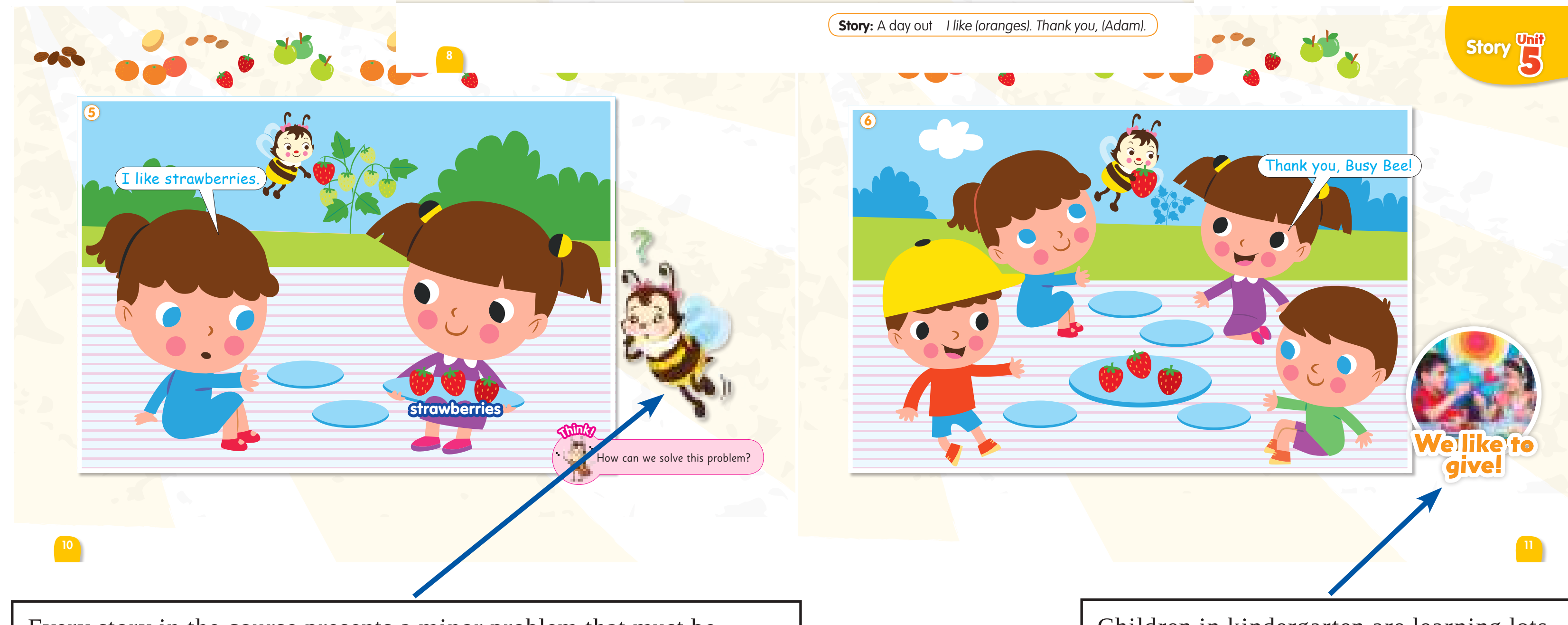
This task requires students to cut out materials from the back of the book and use them in a fun and interactive activity.

Introduction

Story

The activities are clearly shown to students with the fun icons of Busy Bee.





Every story in the course presents a minor problem that must be solved by the characters. At this point, the teacher can pause the CD and discuss the problem with the students.

Children in kindergarten are learning lots of new skills. The *Look and learn* feature helps students to focus on these skills.

Life skills, Values and Issues

Life skills, values and issues are integrated throughout the course, but there are also specific lessons focusing on these learning points

Photographs show scenes that will be familiar to students and which they can relate to their own lives.

Students first identify the words in the box. These are linked to the unit topic.



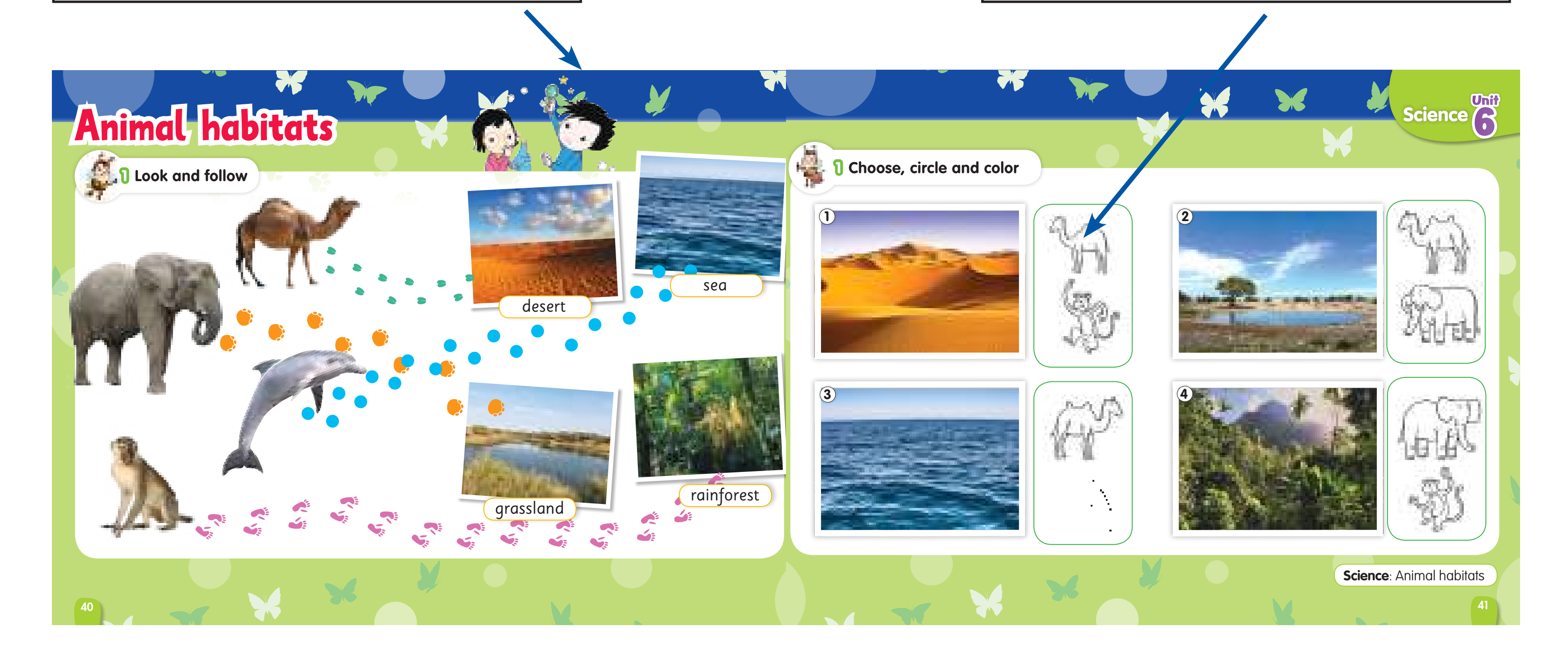
Students listen and sing along with the song. Each verse focuses on one photograph at a time. Students then do fun and simple actions as they sing.

Introduction

English in the classroom (CLIL)

Content and Language Integrated Learning (CLIL) lessons connect topics from other areas of the curriculum, focusing on Math and Science, as well as Social studies, Art or Music.

In this lesson, the related curriculum area is Science, but there is also an opportunity for students to build their fine motor skills.



CLIL topics relate closely to the unit topic and are carefully graded to be relevant to the curriculum that the students are studying in other lessons, particularly in Math and Science.

Project

In this project, students make a healthy food plate. This consolidates the language, life skills, values and issues of the unit. It also offers the students the chance to work with their classmates to share resources and cooperate together.

Resources needed for the project are clearly shown on the page.



Both creativity and working in groups are important elements of the kindergarten curriculum. In the projects, students create a fun craft project which can be displayed in the classroom or taken home to show their families.

There is a clear step-by-step guide for how to create the project work. Further guidance is given in the Teacher's Guide.

After completing the project, students show their creation to the class or their group. The presentation includes practice of the target language of the unit.

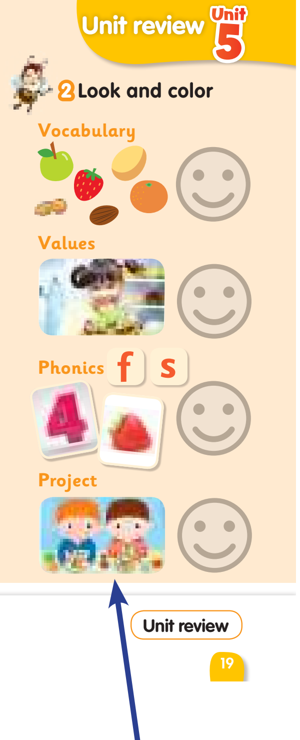
Introduction

Show and tell and Unit review

Every unit ends with a unit review. This revises all the language that the students learned in the unit. This revision is guided by the teacher and then followed by student self-assessment.

For the *Show and Tell* activity, students bring objects from home to show the rest of the class and to talk about. Alternatively, students can present the projects which they had previously made in class with their friends.
The photograph shows what the students need to do.





The final part of the lesson is a self-assessment activity. The students look at each element of the unit. If they feel that they have learned or understood each part of the unit, they color the happy faces. Full guidance for this section is given in the Teacher's Guide.

Play time

These pages are extra material designed for students to work independently. They revise known language so can be assigned at any time. They are ideal for fast finishers.

The tasks on these pages are intended as extra practice. They include coloring, tracing, writing, matching and other fun revision activities.



At the end of each unit, there is a Teacher assessment which allows you to keep track of your students' progress.

Take in the books at the end of the lesson. Look at the students' own assessment of their progress in the Look and draw activity. Check that you agree with their own assessment and then allocate your own mark on their progress.

For your own records, give students a grading for each skill based on the criteria in the table below. Then, for each student, tick the correct colored face in the Student's Book to represent their general progress in all the skills.

Make sure that students know that a tick next to a red or yellow face is not a failure, but is just a sign that they need to revise the language in this unit.

Introduction

How to teach phonics

The course supports children's phonemic awareness development through *Learn sounds with Busy Bee* in each unit, with emergent writing skills practice. Each phonics lesson focuses on two key letter sounds of the alphabet, using familiar vocabulary from the unit. At the end of *Connect KG1*, there is a revision of all the letters and sounds learnt throughout the course.

Each letter sound is presented using the same procedure. Teachers show a picture, item or action to elicit the word, e.g they wave hello to elicit the word *hello.* Then they draw the letter on the board and point and say the letter sound, e.g. /h/, and encourage students to repeat. They wave again and elicit *hello.* Finally, they point to the letter and do the action at the same time, so that students are saying the letter sound and then the word, e.g. */h/ hello.*

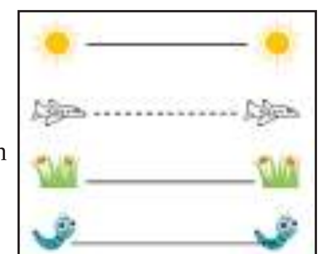
A chant reinforces the correct pronunciation of the sounds in the selected words with the help of Busy Bee. There is further help to consolidate the children's ability to recognize familiar sounds and to differentiate them from others. With continued practice, children begin to grasp the alphabetic principle and combine their knowledge of print and sound.

How to teach emergent reading and writing skills

This course was carefully designed to help scaffold both pre-literacy and early literacy skills in the developing child. In the emergent stage, a child is learning about print and sound as they develop oral language. This course strives to provide all the necessary resources and activities to help a child develop oral language through listening and recognition activities, songs, stories and simple dialogues.

In *Connect KG1*, students are taught one or two new letter sounds in each phonics lesson, with an alphabet review in Unit 8. Through the activities they practice identifying and saying the letter sounds, and identifying words with those initial sounds. Printed words in the Student's Book appear in blue font as they are not intended for students to read.

The development of age-appropriate writing skills is also carefully introduced. Pre-writing activities such as drawing patterns, tracing or matching lines between objects are provided, which give experience and awareness of the importance of writing from left to right. Attention is given to the correct seating position for writing. Students should sit straight upright facing their desk with their feet flat on the floor in front of them. Attention is also given to the development of fine motor skills such as holding a pencil or crayon correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger in a tripod grip. The thumb and forefinger should be able to move slightly – make sure students don't grip the pencil too tightly.





Use the Sky Writing procedure: The teacher stands with their dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder.

The teacher writes on the lines and says the steps out loud. Then, students trace the letter in the air, saying the steps out loud with the teacher.

Repeat each letter.

For example, to write the letter *h*, say *Start at the Sky Line, go straight down to the grass line, go up and round to the plane line and round down to the grass line*. Then the teacher models the correct letter formation on the board. Then students trace over letters in the book, first with a finger, and then with a pencil, and then they copy the letters, while the teacher encourages them to take care to follow the directional arrows on the page.

Encourage the children to understand how writing, drawing, painting and creating things help us to communicate in our everyday lives. Create a rich and inviting environment in your classroom, with posters and classroom signs decorating the walls.

CLIL

CLIL (Content and Language Integrated Learning) allows us to explore more than just the language, taking children to other spheres and areas of learning through the medium of English. In this course the CLIL area is closely related to the theme of the unit and story content in which areas such as Math and Science are focused on, as well as Social studies, Art and Music. The material included is engaging, age-appropriate and opens the door to new areas of learning around a topic.

Teaching life skills

Children at kindergarten age are learning a wide variety of essential skills. The curriculum framework divides life skills into four learning dimensions:

- **Learning to live together: skills for active citizenship**: respect for diversity, empathy, participation, accountability. In *Connect KG1*, skills introduced for this dimension include participation (working together) and respect for diversity.

- **Learning to be: skills for personal empowerment:** self-management, resilience, communication. In *Connect KG1*, skills introduced for this dimension include building independence and self-confidence, effective listening and assessing progress.

- **Learning to do: skills for employability:** cooperation, negotiation, decision making, productivity. In *Connect KG1*, skills introduced for this dimension include respecting others, working in groups and following rules.

- **Learning to know: skills for learning:** creativity, critical thinking and problem solving. In *Connect KG1*, skills introduced for this dimension include problem solving in each of the stories and creative thinking in project and presentation tasks. Stories, activities, and songs promote and develop critical thinking and problem solving skills in the classroom. The aim is to make thinking fun for the children.

The methodology is underpinned by current thinking skill trends in early years education: while learning English, specific attention should be dedicated to the development of a child's ability to recall information, ask questions, make decisions, solve problems, evaluate and organize information in addition to creating their own work. Within the materials as a whole, the students actively contribute to their own cognitive development, which helps to create confident, smart, early thinkers.

Teaching values

Values education is the teaching of values such as tolerance, honesty, curiosity, perseverance, cooperation and independence. These values help to create good citizens, and are very important development steps for children of this age.

Students are introduced to simple values topics set in a classroom context. They are shown common situations in school life, in the context of the story and in the form of photos and songs. Through these they are guided toward behaviors such as curiosity, perseverance, cooperation, politeness and respect, tolerance and increasing independence.

Teaching issues and challenges

The curriculum framework identifies contemporary issues that are necessary at local and global levels to achieve a high quality of learning. The five major areas identified are:

- Non-discrimination issues

- Citizenship issues
- Environmental and development issues
- Health and population issues
- Issues of globalization

These issues are woven into the course where appropriate to the topic and understanding of the students. Some issues are addressed directly on the page. An example of this is the lesson about the importance of a healthy lifestyle in Unit 1. Other issues can be introduced by the teacher if suitable for the class. Guidance is given about this in the Teacher's Guide.

Total Physical Response (TPR)

This is a method of teaching vocabulary and concepts by using physical movement to react to the teacher’s input. It’s a process that can boost language learning, is inclusive and fun, and creates a sense of community in the classroom. TPR can be used as an opener at the start of the class. Simple chants with classroom instructions such as *stand up, sit down, clap your hands* and *open your books* are some of the common instructions which could be used.

TPR is also used to react to the content of songs in miming activities and guessing games.

Projects in the classroom

Promoting craft in the classroom is an essential part of a child’s development. It develops fine motor skills and encourages children to explore their creativity and organizational skills whilst encouraging sharing and collaboration in the classroom.

The projects in this course were selected for their appropriacy and simplicity in terms of classroom management. The materials required are easy to attain and the tasks are manageable and engaging for children of this age.

A clear, step-by-step demonstration is required from the teacher, who should monitor carefully, helping those in need before progressing to the next stage.

Craft can also be a springboard for speaking activities, classroom displays, role-plays, songs and stories.

Using the Games Bank

Games are an essential element of effective lessons for this age group. They bring many benefits, including consolidating motor skills, developing cooperative skills, practicing vocabulary and sounds, and adding variety and enjoyment to lessons. There is a suggested game at the end of each lesson, and sometimes at the start of a lesson or for fast finishers as well, and these are clearly referenced in the teaching notes.

All the games are explained in the *Games Bank* at the end of the book. The games practice motor skills, vocabulary and letter sounds in an enjoyable and active way. There are a variety of whole class, group and pairwork games and they can be adapted to suit the needs of any class.

Characteristics of young learners

Very young children by nature are very inquisitive, active learners. For many, it will be their first experience of formal education and as such they need to feel safe and comfortable in their surroundings in order to progress. Ensure that your classroom is visually appealing with children's work and posters decorating the walls. If space permits, have reading corners, role-play and construction areas in order to promote pre-reading skills and learning through play and creativity. Young children are often egocentric and tend to have very short attention spans, which impacts on our choice and the length of activities. It also means that key concepts need to be repeated and revised regularly. Encourage group work and sharing and tailor your activities so they are short and varied. Children of this age also need lots of positive reinforcement and praise from their teachers, who should be friendly, fair and firm.

Techniques for teaching young learners

Children use imaginative play to help them make sense of the world, so as teachers we should harness this by bringing puppets and toys to the classroom. A class mascot can be of great comfort to children who are reluctant to leave their family and can be used to greet and calm them in addition to explaining activities and classroom rules. A mystery bag or box with pictures and objects inside are also valuable tools in the young learner's classroom and can be used to introduce new vocabulary and to capture children's attention. Children of this age learn well through doing, so ensure that all activities are meaning-focused and appropriate to their stage of development.

Classroom Management

Working in whole class, pairs and groups

Establishing routines in the young learner classroom is key to having an organized classroom and saves valuable time. Routines create a predictable pattern and once established, children begin to understand what is expected of them and how they should act. In this way, we facilitate and promote meaningful learning in the classroom. Try to incorporate the following routines in your classroom:

Hello time

Greet the children in a friendly way. Sing or play a *Hello* song. Use a class mascot to greet the children and take the register.

Opener

Use the same format as above to present or revise new language or to sing a song from the previous lesson. Use a class mascot, flashcards and realia to capture children's attention.

Shoulder Partners

Students lean and talk quietly with the person sitting next to them. Shoulder partners can be used literally to just talk to the people sitting on either side, or for slightly larger groups of 3-4 with everyone's shoulders "touching" (this promotes the ability to speak softly - in sort of a huddle).

Turn and Talk

Students turn "knee to knee" and "eye to eye" with a shoulder partner to discuss answers to long-form questions. This strategy allows students to discuss ideas, reflect on learning, and check each other's answers.

Lean and Whisper

Students lean one shoulder in toward one neighbor to answer a question that has a 1-2-word (or short) answer. This strategy engages all students in answering a question without disrupting the flow of the classroom.

Hands up

The teacher holds a hand in the air to signal that the students should stop what they are doing, stop talking and look up at the teacher. When the students notice the teacher's hand up, they also raise a hand to signal to classmates. This strategy is used as an attention-getting signal.

Calling sticks

The teacher writes names of all the students on popsicle sticks and places them in a jar. To call randomly on students, the teacher pulls a stick from the jar. After calling on the student, the teacher places that stick into another jar so that student is not immediately called on again. This strategy helps teachers call on a wide variety of students and encourages all students to be ready with an answer.

Playing time

This could be a free-play stage at the end of the class. It could be theme related (take in a big box of dressing up clothes and hats, plastic food or foam letters and shapes) or the children could play in the different areas you have created in the classroom: the reading corner, for example. Observe how they play and interact with their classmates.

Tidy up time

Ensure that there is time at the end of the class for the children to tidy up their tables. Make sure they put away their books, crayon pots and put their chairs under the tables. Establishing a set routine for this will enable the children to become more independent as the school year progresses.

Goodbye time

Use this opportunity for the children to say goodbye to you and the class mascot in a calm, relaxing manner.

Classroom language

Classroom language needs to be simple, meaningful and repetitive. Children learn quickly, but forget easily. Use language that children can associate with a certain routine or activity, which is regularly used in class. Accompany the language with gestures until the children successfully learn the language. Be patient and consistent. Try to incorporate the following language into your English class routines:

Come here, everyone!

Let’s sit down!

Let’s be quiet!

It’s time for a story!

Stand up, please.

Go to your table.

Open your books.

Close your books.

Tidy up, please.
Stand in a line.

I hope you enjoy using this innovative, new course which has been lovingly written and designed to create a memorable and purposeful language-learning experience.
It also means that key concepts need to be repeated and revised regularly.



LESSON 1 pages 2-3

Objectives: To identify vocabulary for food in a picture
To listen to and sing along with a song

Vocabulary: *apple, date, egg, nut, orange, strawberry*

Language: *I like (apples).*

Materials: Student's Book, pages 2-3
Class CD
Digital Toolkit
Flashcards: ear, eye, face, hair, hand, mouth, nose; apple, date, egg, nut, orange, strawberry
Unit 5 poster
Coloring pencils or crayons for each student

Opener

- Play *Memory* (Games Bank, page 87) to review the toys vocabulary using the real toys or flashcards.

Presentation

1 Present and practice the new words: *apple*, *date*, *egg*, *nut*, *orange* and *strawberry*.
2 Display the *apple*, *date*, *egg*, *nut*, *orange* and *strawberry* flashcards. Point to the *apple* and say *apple*. Students repeat several times chorally and then individually.
3 Repeat the procedure for *date*, *egg*, *nut*, *orange* and *strawberry*.
4 Then point to each item in turn and students say the words. Vary the order you point to the items.
5 You can also practice the new words using the unit poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster, and ask *What is this?* Encourage the student to say the word.

1 [CD 2.12] Listen and point

1 Help students to find page 2. Ask *Who can you see in the picture?* (*Adam* and *Dina*). Point to each character.
2 Review the parts of the body from the first term by pointing to a part of the body on Adam or Dina and asking *What's this?* Encourage students to point to the same part of their own body



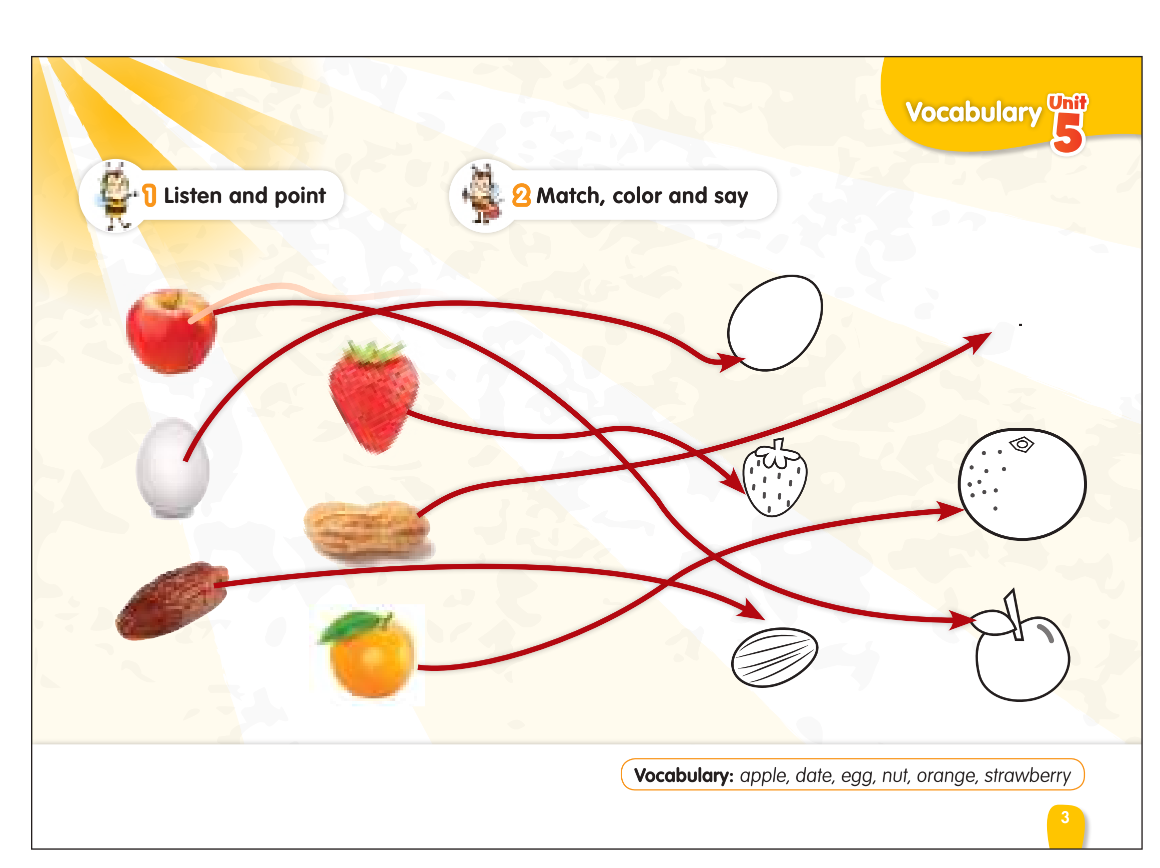
and to say the word: *ear*, *eye*, *hair*, *hand*, *nose* and *mouth*. Ask them to tell you anything else they see in the picture: *What else can you see?* (*bee*, *flower*, *table*, *yellow*, *red*, *blue*, *green*).
3 Focus their attention on the food at the bottom of the page. Point to each item and say the word for students to repeat: *apple*, *date*, *egg*, *nut*, *orange*, *strawberry.*
4 Play the CD and stop after each verse for students to point at the correct picture.

Audioscript

I like apples. I like strawberries.
One apple for me,
One strawberry for you!
Mmmm… Yummy!

I like eggs. I like oranges.
One egg for me,
One orange for you!
Mmmm… Yummy!

I like nuts. I like dates.
One nut for me,
One date for you!
Mmmm… Yummy!



2 [CD 2.13] Sing

1 Play the song again on the next track for the karaoke version. Students gradually sing along with the song as much as they are able to. Point to each item as each verse is sung. Add any suitable actions as you sing each verse. (Students could show one finger when they hear the number *one*, they could also smile and rub their tummies when they hear *Yummy*.)
2 When students are able, play the version of the song without words. Students sing as much as they can and do any actions.



LESSON 1 page 3

1  [CD 2.14] Listen and point

1 Help students to find page 3. Use the pictures on the left-hand side of the page to elicit the words *apple, strawberry, egg, nut, date, orange*.
2 Then say *Now listen and point*. Play the CD, pausing for students to point to the pictures.

Audioscript

apple, strawberry, egg, nut, date, orange

2 Match, color and say

1 Tell students they are going to match the pictures on the left with the pictures on the right. Point to the line from the picture of the apple on the left-hand side of the page. Point to the pictures on the right-hand side of the page and say *Can you find the apple?* Point to the apple and say *Yes, apple. Now draw the line from this apple* (point to the apple on the left) *to this apple* (point to the apple on the right).
2 Students match the other pairs of pictures. Circulate, asking individual children *What's this?*
3 Once students have matched all the items, they can work carefully to color the pictures on the right as neatly as they can.
4 Students point to their finished pictures and say the words *egg, nut, strawberry, orange, date* and *apple*. Encourage them to give more detail about the items if they are able: *It's an (apple). It's (green).*

Fast finishers

- For further practice, students can work in pairs to show their pictures to their partner.
- Students can draw and color in a picture of their favorite food from the foods on the page. You can make these into a classroom display and use it to practice the food items. Extend students' language by asking them to point to the foods they like and to say *I like (eggs).*

Consolidation game

- Play *Flash the card* (Games Bank, page 86). Choose one of the food flashcards *(apple, date, egg, nut, orange* or *strawberry*) and quickly show it to the class for a brief moment. Students put up their hands if they think they know the word for the flashcard. Show the picture to the students so that they can check if they were correct. Students say the word. Repeat for the other food vocabulary, varying the order.

Unit 5

LESSON 2 pages 4-5

Objectives: To use the letter sounds /f/ and /s/
To find words with the /f/ and /s/ sounds
To trace and copy the letters *f* and *s*

Vocabulary: *flower, four, flag, strawberry, school, star*

Materials: Student's Book, pages 4-5
Class CD
Digital Toolkit
Unit 5 poster
Flashcards: f/four, s/strawberry, h/hello, b/ book, r/robot, d/daddy, m/mouth, t/teddy bear; blue, green, red, yellow
Yellow, red, blue and green coloring pencils or crayons

Opener

- Revise the vocabulary for the foods using the Unit 5 poster.
- Play *Show me* (Games Bank, page 87) with the numbers 1–10.

Presentation

The letter sounds /f/ and /s/

1 Show the picture on the *f/four* flashcard and ask *What's this?* Elicit *four*. Then say *four*. Students repeat after you. Help students to count to four on their fingers.
2 Show the letter side of the flashcard and say */f/*. Students repeat the sound /f/ with you.
3 Then show the picture on the card again and elicit *four*. Flip the card from the letter side to the picture side several times so that the students are saying */f/… four* repeatedly.
4 Repeat for the letter sound /s/ using the *s/strawberry* flashcard so that the students say */s/ … strawberry.*

1 [CD 2.21] Listen and repeat

1 Help students to find page 4. Point to the picture of the number four on the left-hand side of the page and ask *What's this?* (*four*).
2 Then point to the letter *f* on the page and say the sound */f/*. Students repeat. Practice this several times.



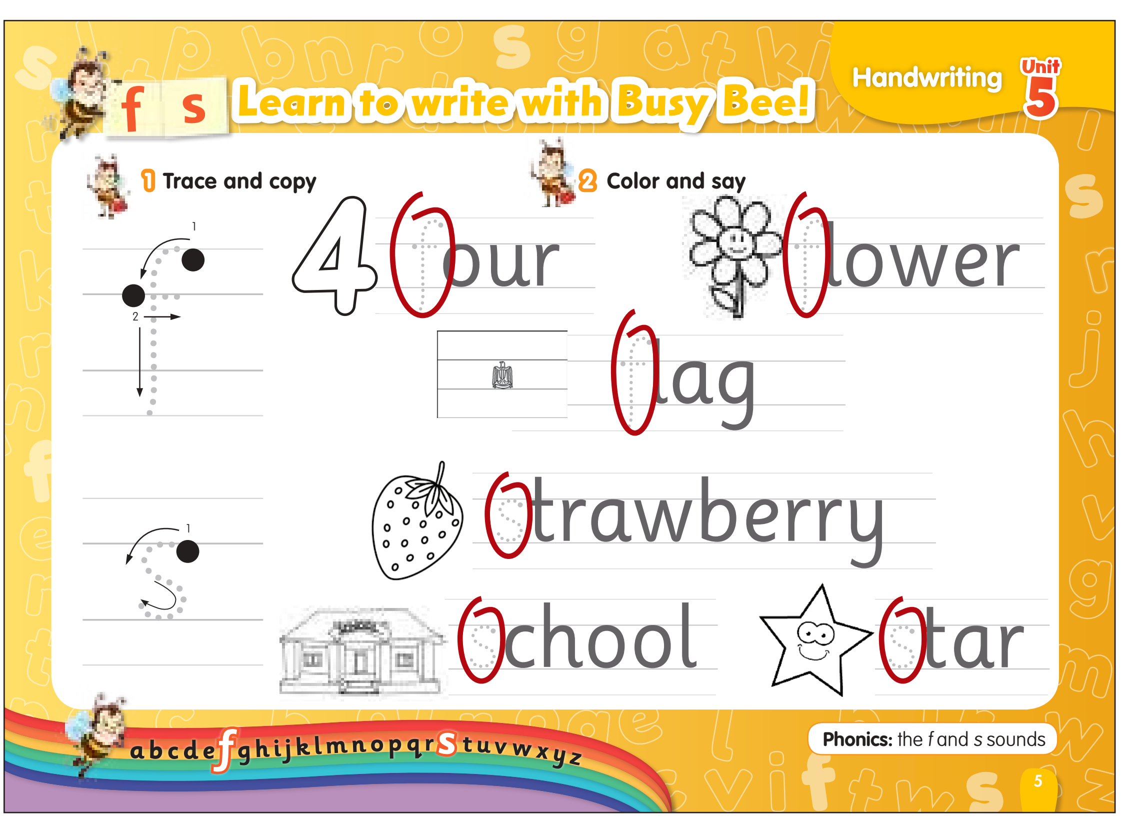
3 Play the CD. Sing the first verse of the song first with the class. Then ask students to listen and repeat the */f/* sound.
4 Repeat for the picture of the strawberry and the /s/ sound and the second section of the song.

Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat after me
/f/
/f/, /f /
/f/, /f/, /f/!
/f/ four
Four!

Everyone listen
Listen to me
Listen and repeat
Repeat after me
/s/
/s/, /s/
/s/, /s/, /s/ !
/s/ strawberry
Strawberry!





2 Look and circle f and s

1 Look at the pictures with the class and elicit the items: *What can you see?* (*four, flag, strawberry, flower, school, star*). Say the words together with the class.
2 Point to the *flag*. Say the word *flag*. Say /f/ *flag*. Point to the *f* and show the students how to draw a circle around it.
3 Repeat for *flower*. Ask students to draw a circle around *f*. Ask them to hold up their books to show you their answers.
4 Repeat for *rabbit*. Ask students to draw a circle around *r*. Ask them to hold up their books to show you their answers.
5 Students look at the alphabet at the bottom of the page and find and point to the letter *f*. Say *Point to /f/*. They point and say */f/*.
6 Repeat for the /s/ sound and the photos of the *school* and the *star*.
7 When students are able, play the version of the song without words. Display the *f/four* and the *s/strawberry* flashcards. Students sing as much as they can.

LESSON 2 page 5

1 Trace and copy

1 Model the letter formation for the letter *f*. With your back to the class, write a large letter *f* in the air with a finger while saying the sound /f/, making the starting point and direction of writing clear.
2 Students copy the letter in the air several times, saying the letter sound as they do so.
3 Then demonstrate with one student how to write the letter on another student's back, and ask all students to do this in pairs.
4 Model correct letter formation on the board.
5 Help students to find page 5. Students trace over the dotted letters *f* in their book with a finger.
6 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
7 Students then trace the *f* letter at the beginning of each word.
8 Repeat for the letter *s* .

2 Color and say

1 Focus attention on the picture of the number *four* and elicit what it is: *What's this?Four.* Students repeat chorally and individually.
2 Ask students: Can you circle the letter *f*? Make sure they can find the letter.
3 Say *Now color the number four.* Students color the picture of the number four.
4 Repeat for the other pictures and the letter *s*.



Fast finishers

- Put all the phonics flashcards taught so far *(h/hello, b/book, r/robot, d/daddy, m/mouth, t/teddy bear, f/four, s/strawberry)* on a table. Students practice pointing to and saying the words and letter sounds for the flashcards.

Consolidation game

- Play *Pass the letter* (Games Bank, page 87) with the letters *f* and *s*. You can also include the letters *h, b, r, d, m* and *t* in the game for revision.

Unit 5

LESSON 2 pages 6-7

Objectives: To identify the last letter in a word
To hear different sounds in a word
To trace words, using correct technique
To recognize final sounds in spoken words
To write simple words
To write his/her name
To pronounce consonant blends
To recognize consonant blends in spoken words
To count syllables forming words

Materials: Student's Book pages 6-7
Class CD

Opener

- Welcome the children with a smile and say *Hello!* Encourage the children to say *Hello!* back to you.
- Revise the vocabulary for food, using the flashcards or real objects.
- Play a game *What's missing* (Games bank, page 88) to practice the vocabulary again and reinforce it.

Presentation

1 Draw a simple picture of a bed on the board. Ask the class *What is it?* Elicit *It's a bed*.
2 Say *bed*.
3 Sound out the different letters *b-e-d*.
4 Write bed on the board. Sound out the letters again and point to each letter as you say it.
5 Ask *What is the last letter?* Help students to understand that the answer is *d*. Say the word again slowly, sounding out each letter.

1 [CD 1.3] Listen and circle the last letter

1 Ask the class to open their books on page 6.
2 Point to the first picture and ask What is this? Elicit guava. Show them that the a in the box is circled. Sound out the word slowly and help students understand that this is the last letter in the word.
3 Tell the class that you will play the CD one word at a time. They should listen carefully and circle the last letter in each word.
4 Play the CD. Stop after each word to allow students to complete the task.



5 Play the CD again so that students can check their own answers.
6 Then play one more time and check answers as a class. Sound out the letters in each word and ask students to repeat.

Audioscript

guava
swim
jam
bread
banana
hand

2 Write your name

1 Pick a confident student and ask him/her: *What's your name?*
2 Ask the student to spell his/her name.
3 Encourage students to raise up their hands and spell their names.
4 Tell students that they can now write their names on the blank line.
5 Monitor as students write their names. Help if necessary.



3 Circle the last letter in your name

1 Ask the students to look at their names and raise their hands to tell you what letter their names end in.
2 Tell the students that they need to circle this last letter.



LESSON 2 page 7

1 Trace and say

1 Look back at Lesson 1 of Unit 5. Help students to find the page. Ask *What can you see? What food is on the table?*
2 Elicit the names of the food and anything else that students can identify in the picture.
3 Help students find page 7. Explain that students should look at the picture on the left, and then trace each word carefully. Ask students to look carefully at the words and where each letter sits on the lines.
4 Practice writing *egg* in the air with one finger. Encourage students to copy you. Repeat for the other words.
5 Ask students to trace the words carefully

Fast finishers

- Ask fast finishers to play *Trace the letter* (Games Bank page 88) in pairs. If letters are easy, they can write full words, too.

Practice game

- Play *Guess the picture* (Games Bank page 87) to revise food.



LESSON 3 pages 8-9

Objectives: To identify vocabulary for foods and colors in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To learn a new life skill (exploring new things)
To identify a problem and solve it

Vocabulary: *apple, date, egg, nut, orange, strawberry; one, two, three, four*

Language: *I like (oranges). Thank you, (Adam).*

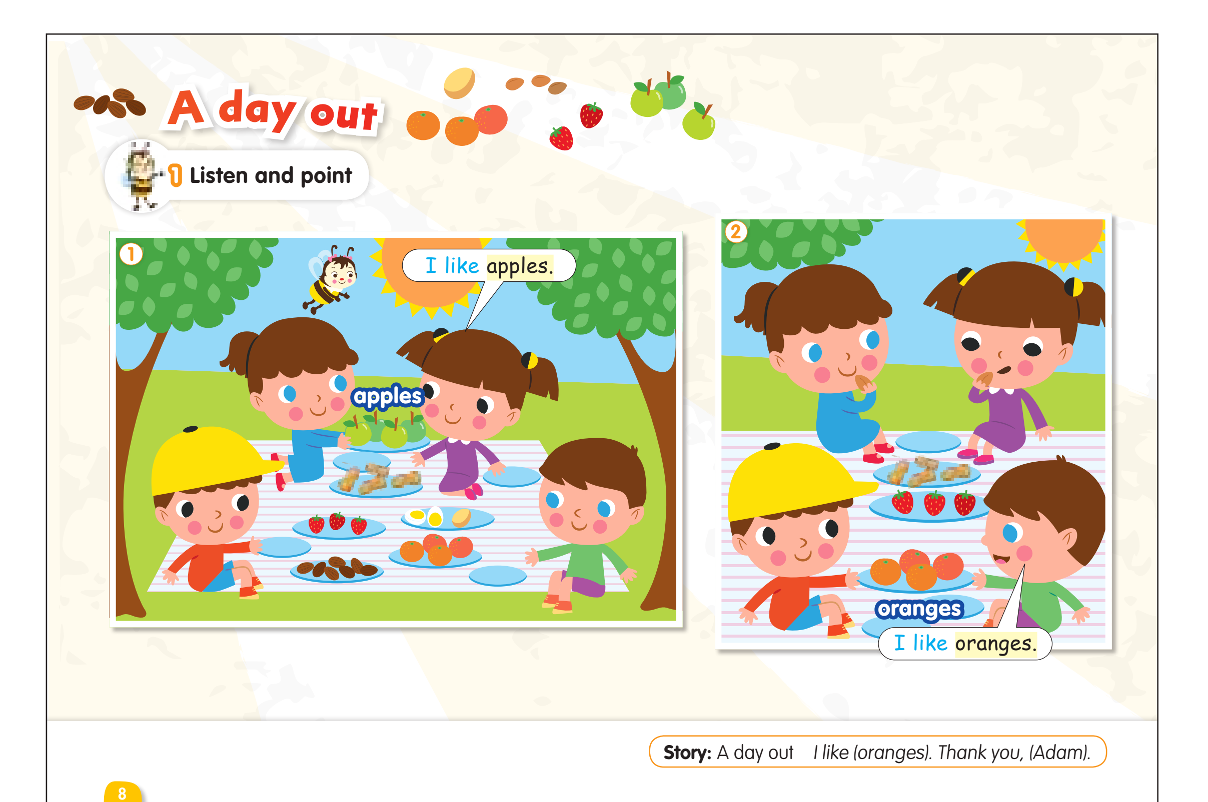
Materials: Student's Book, pages 8-9
Class CD
Digital Toolkit
Flashcards: apple, date, egg, nut, orange, strawberry; one, two, three, four
Unit 5 poster
A pencil for each student

Opener

- Revise the food items with the class using the flashcards or the Unit 6 poster.
- Play the song from Lesson 1 again with the class and ask students to sing along with the song as much as they can and to do any actions you may have introduced in the previous lesson.

Presentation

1 Play *Show me* (Games Bank, page 87) with the numbers 1, 2 and 3.
2 Revise the number 4 using the number flashcards and four toy food items (e.g. *oranges*). Encourage the children to count from one to four both chorally and individually.
3 Encourage the children to show you four fingers: *Can you show me four?* You could also help them to get into groups of four and to count the people in their group.









LESSON 3 pages 8-9

1 [CD 2.15] Listen and point

1 Help students to find page 8. Look at the story frames with the class. Ask them who they can see in the pictures by pointing at the characters and asking *Who is this?* Say *Adam, Dina, Youssef and Laila are having snacks. Yummy!* Point to the food items in frame 1 and elicit the words: *What are these? Yes, they are (eggs).*

2 Say *Listen and point*. Play the CD from frames 1–4. Students listen and point to each frame.

Audioscript

1 Dina: *I like apples. Thank you, Laila!*

2 Youssef: *I like oranges. Thank you, Adam!*

3 Adam: *I like eggs. Thank you, Dina!*

4 Dina: *I like dates. Thank you, Laila!*
Youssef: *I like nuts. Thank you, Adam!*



LESSON 3 pages 10-11

1 Ask students to predict what happens in the story, *What happens in the story?* Ask students for their guesses. You might want to focus students on frame 5 and point out that plate of strawberries, but there are only three. Ask *How many strawberries are there? 1, 2, 3. How many children are there? 1, 2.* Encourage students to show two fingers and to repeat the number *two*. Draw the number on the board and say *two*.

2 Point to frame 6 and play the CD. After the end of frame, pause the CD. Look at the picture of the two girls and the plate of three strawberries. Count the number of strawberries on the plate again with the class: *Look! 1, 2, 3… there are 3 strawberries.* Count the number of children again in frame 1: *Look! 1, 2, 3 … 4. There are four children.* How will the children share three strawberries? Ask students to think about what will happen next: *What do you think the children will do? What do you think Busy Bee will do?* What do students think?

Audioscript

5 Laila: *I like strawberries, Dina! Oh, 1… 2… 3 strawberries!*





LESSON 3 pages 10-11

1 Continue playing the story. Were students' predictions correct? (Busy Bee gives Dina and Laila one more strawberry, there is one strawberry for each child and this makes them happy.) Say *Now the children can share the strawberries.*
2 Play the story again. Students listen, point to each frame and join in with any words they can.
3 You could also play the CD and pause before each food word, point to the food on the page or on the flashcard, encouraging the class to say the next word.

Audioscript

6 Dina: *1… 2… 3… 4 red strawberries! Thank you, Busy Bee! Hooray!*

We like to give!

- Look at the photograph with the *class*. Ask *What can you see?* (The boy is giving the girl a date. It looks like the girl is saying *Thank you*!) Do students try new foods like this? Do they say *thank you* when someone offers them something? Ask *Do you try new foods?* Encourage students to try new foods and say *Thank you*.

Unit 5

LESSON 4 page 12

Objectives: To identify vocabulary for foods and colors in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To learn a new life skill (exploring new things)
To use drawings to narrate very short events

Vocabulary: *apple, date, egg, nut, orange, strawberry; one, two, three, four*

Language: *I like (oranges). Thank you, (Adam).*

Materials: Student's Book, pages 12-13
Class CD
Digital Toolkit
Flashcards: apple, date, egg, nut, orange, straw berry; one, two, three, four
Unit 5 poster
A pencil for each student

1 [CD 2.15] Listen, cut and stick

1 Help students to find the Unit 5 cut-outs at the back of their books. Students name each food in the pictures.

2 Help students to find page 12. Say *Listen and choose.* Play the CD. Students listen and point to the correct cut-out picture as they hear it mentioned. Students then cut this picture out.

3 Say *Listen and stick.* Play the CD again. Students listen and stick their cut-outs in the correct order.

4 For further practice, students can point at the pictures and say the food names: *I like apples*.



Audioscript

1 Dina:	*I like apples. Thank you, Laila!*
2 Youssef:	*I like oranges. Thank you, Adam!*
3 Adam:	*I like eggs. Thank you, Dina!*
4 Youssef:	*I like nuts. Thank you, Adam!*
Dina:	*I like dates. Thank you, Laila!*
5 Laila:	*I like strawberries, Dina! Oh, 1… 2… 3 strawberries!*
6 Dina:	*1… 2… 3… 4 red strawberries! Thank you, Busy Bee! Hooray!*





LESSON 4 page 13

1 [CD 2.16] Look, listen and number

1 Help students to find page 13. Look at the picture with the class. Ask them to tell you who and what they can see in the picture: *Who / What can you see?* (*Dina*, *Adam*, *Busy Bee*, *Laila*, *Youssef*, *apples*, *strawberries*, *eggs*, *nuts*, *dates*, *oranges*).

2 Play the CD. Ask *What food does Laila say?* Students listen and point to the apples in the picture.

3 Play the CD again and encourage students to repeat the sentence.

2 Choose, draw and say

1 Encourage students to point to and name each food item around the plate.

2 Say *Choose a food you like. Do you like apples? Yes? Then draw some apples on the plate. Do you like dates? Then draw some dates.*

3 Students then show their picture to a partner and say *I like (oranges).*

Fast finishers



- Students draw and color another food they like.

Consolidation game

- Play *Circle it* (Games Bank, page 86) with the numbers 1–10.
- Students could also play *Copy it* (Games Bank, page 86) in pairs, using the numbers 1–10.

Unit 5

LESSON 5 pages 14-15

Objectives: To use vocabulary for food items
To reinforce the importance of saying thank you in and out of the classroom
To sing a song about saying thank you

Vocabulary *apple, date, egg, nut, orange, strawberry*

Language: *Thank you!*

Materials: Student's Book, pages 14-15
Class CD
Digital Toolkit
Flashcards: apple, strawberry, egg, nut, date, orange
Coloring pencils or crayons for each student
Optional:toy food items: apple, date, egg, nut, orange and strawberry, to introduce the concept of saying *thank you*
Optional: modeling clay for the *Fast finishers* activity

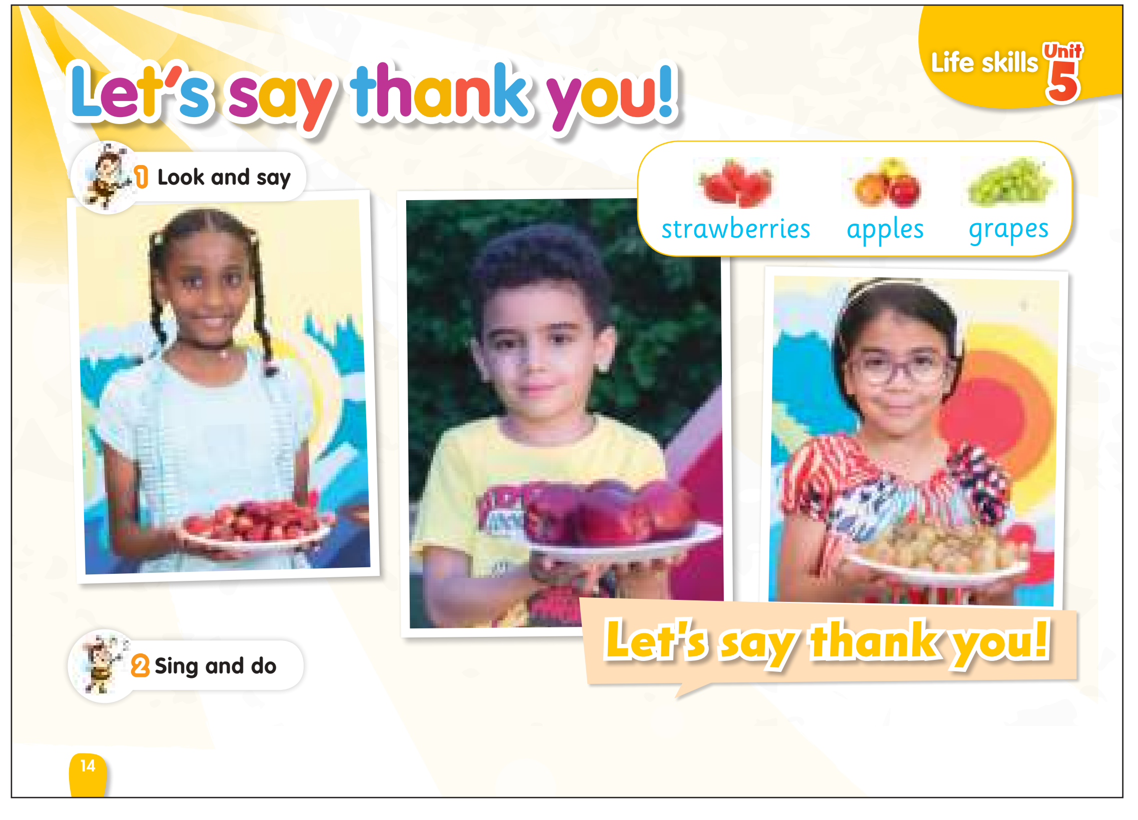
Opener

- Play *Guess the picture* (Games Bank, page 87) to review *apple, date, egg, nut, orange* and *strawberry* with the flashcards.
- Play the story from Lesson 3 again with the class. Encourage students to join in as much as they can.
- For further practice, students could also act out the story in small groups and perform it in front of the class.

1 Look and say

1 Help students to find page 14. Introduce the concept of saying *thank you* with the class using the toy foods if possible. Distribute the fruit to several children. Ask a child: *(Name), please can you give me the (orange)?* Encourage the child to bring you the (orange). Say *Thank you, (name).* Repeat for all the toy food items. Do students say *thank you* at home and at school? Can they tell you when they say *thank you* at home and at school? Is it important to say *thank you?* Why?

2 Point to the photos at the top of the page (strawberries, apples and grapes). Point to the photo of the strawberries and say *strawberries*. Students repeat after you. Repeat for the other words and photos.



3 Say *Now find*. Ask students to look and find the foods in the big photos. They say *strawberries* and point to the photo with strawberries, they say *apples* and point to the apples in the second photo, and finally say *grapes* and point to the photo with grapes. They can say the words together.





2 [CD 2.17] Sing and do

1 Play the song on the CD. Students listen and point to each food in the photos as it is mentioned.
2 Students listen to the song again, and join in with *thank you* at the end of each verse.
3 Gradually, students then sing along with the song.
4 When students are able, play the version of the song without words. Students sing as much as they can.

Audioscript

Remember, remember!
Let's say 'thank you'.
Yummy! Strawberries!
Thank you!

Remember, remember!
Let's say 'thank you'.
Yummy! Apples!
Thank you!

Remember, remember!
Let's say 'thank you'.
Yummy! Grapes!
Thank you!

LESSON 5 page 15

1 Look and follow

1 Help students to find page 15. Focus attention on the food pictures in the top row.
2 Help students to identify the items in the pictures if they are able to (sweets, fruit, vegetables, cake, fish, ice cream). You do not need to teach this vocabulary though; the important thing is to distinguish whether they are healthy or unhealthy. Use the examples on the board to help with this. Explain that the sweets are unhealthy, and that they should trace over the red line from the sweets to the red spoon with a finger. Encourage them to say the color *red* as they do so.
3 Then ask students to trace the lines from the fruit, vegetables, cake, fish and ice cream, and to say the color of the line they are following (*red* or *green*) depending on whether the food is healthy or unhealthy.

Fast finishers

- Students use modeling clay to make models of an *apple, strawberry, egg, nut, date* or *orange*.
- They can give it to their partner who says *Yummy! (Orange!) Thank you!*
- Display their models.

Consolidation game

- Play *Word whispers* (Games Bank, page 88) to revise the food vocabulary.

Unit 5

LESSON 6 pages 16-17

Objectives: To talk about liking food items
To listen to and practice a dialogue in pairs

Vocabulary: *apple, date, egg, nut, orange, strawberry*

Language: *I like (strawberries). Me, too!*

Materials: Student's Book, pages 16-17
Class CD
Digital Toolkit
Unit 6 poster
Flashcards: apple, date, egg, nut, orange, strawberry
Optional: toy foods or the children's clay models from the previous lesson and / or fast finishers food drawings

Opener

- Play the *Let's say thank you!* song from Lesson 4, again. Encourage the children to join in as much as they can and to mime any actions.
- Use the Unit 6 poster, flashcards, toy foods, the *fast finishers*' clay models from the previous lesson, or the pictures the children have drawn or colored on display to revise the food vocabulary.

1 [CD 2.19] Listen and point

1 Help students to find page 16. Look at the picture with the class. Ask *What can you see?* There are two girls and they are shopping at a (toy) market stall. They are talking to each other.
2 Say *Listen and point.* Play the CD to the class, pausing after each mini-dialogue to check students have found the correct food. Students listen and point to the correct food item in the picture as they hear it on the CD.



Audioscript

1 **Girl 1:** *I like oranges!*
Girl 2: *Me, too!*

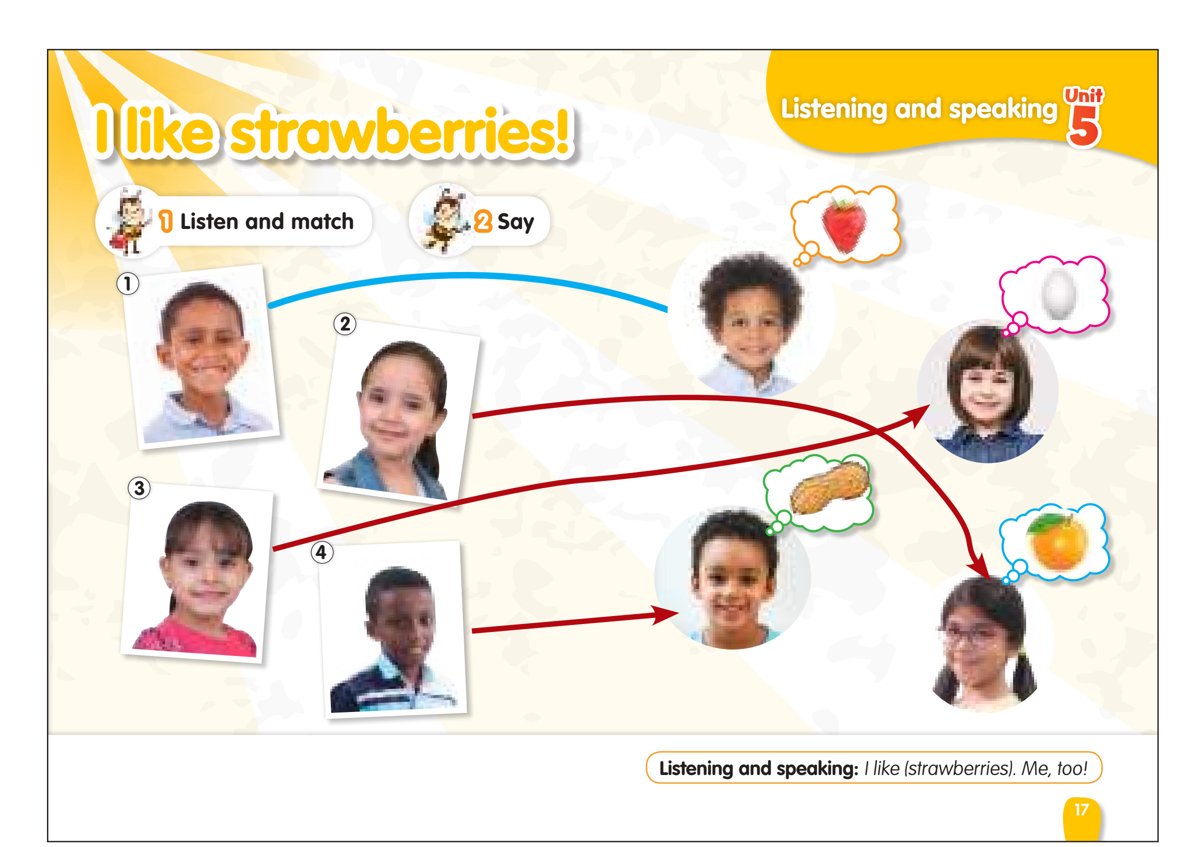
2 **Girl 1:** *I like strawberries!*
Girl 2: *Me, too!*

3 **Girl 1:** *I like eggs!*
Girl 2: *Me, too!*

4 **Girl 1:** *I like nuts!*
Girl 2: *Me, too!*

5 **Girl 1:** *I like dates!*
Girl 2: *Me, too!*

6 **Girl 1:** *I like apples!*
Girl 2: *Me, too!*



2 Look and say

1 Play one of the mini-dialogues again. Display the appropriate food flashcard or toy. Ask one of the students to model the dialogue with you. Say the first line of the dialogue: *I like (oranges)!* and help the student to reply *Me, too!* Then try to help the student to start the dialogue with *I like (strawberries)!* so that you reply *Me, too!*
2 Students work in pairs to produce the mini-dialogues using the pictures to help them.
3 You could also play the CD and pause before each food item and point to it on the page, asking students to complete the sentence.
4 Confident learners could demonstrate their dialogues in front of the class

LESSON 6 page 17

1  [CD 2.20] Listen and match

1 Help students to find page 17. Use the pictures to elicit the words *strawberry*, *egg*, *nut*, *orange*.
2 Then point to the picture of the first boy on the left and say *Now listen and match.* Play the first mini-dialogue on the CD. Students work with a partner to listen and decide which picture on the right they should match him with. (The picture of the first boy on the left matches to the picture of the boy on the right thinking about the strawberry.)
3 Repeat the procedure for the other pictures and the mini-dialogues on the CD, with students drawing the matching lines. (Girl #2 matches to the girl thinking about the orange, Girl #3 matches to the girl thinking about the egg, and Boy #4 on the left matches to the boy thinking about the nuts).

Audioscript

1 **Boy 1:** *I like strawberries.*
Boy 2: *Me, too.*

2 **Girl 1:** *I like oranges.*
Girl 2: *Me, too.*

3 **Girl 3:** *I like eggs.*
Girl 4: *Me, too.*

4 **Boy 3:** *I like nuts.*
Boy 4: *Me, too.*

2 Say

1 Play the CD again. Pause after each mini-dialogue and encourage students to repeat while they look at the pictures they have matched.

Fast finishers

- In pairs or small groups, students play *Guess the picture* (Games Bank, pages 87) to revise *apple*, *date*, *egg*, *nut*, *orange* and *strawberry*.

Consolidation game

- Play *Pass the cards* (Games Bank, page 87) with the food flashcards.



LESSON 7 pages 18-19

Objectives: To work on a project
To make a healthy food plate
To present your healthy food plate to the class
To sort words into their basic categories in order to demonstrate understanding of a concept (playtime)
To generate a diversity of ideas that are not typically expected, and be able to read just when the situation changes
To generate original and unique ideas

Vocabulary: *apple, date, egg, nut, orange, strawberry*

Language: *I like (oranges).*

Materials: Student's Book, pages 18-19
Digital Toolkit
Flashcards: apple, date, egg, nut, orange, strawberry
Colors poster
Unit 6 cut-out
For each student: modeling clay
A completed healthy food plate to show the class if possible
Optional: some simple pictures of healthy or unhealthy foods for the consolidation game (e.g. an orange, a strawberry, an egg, nuts, dates, an apple, a sweet, a piece of cake, an ice cream, a fish)
Optional: toy foods

Opener

- Ask the class to demonstrate their *Think* and say dialogues from Lesson 5 again. If helpful, play one of the mini-dialogues from page 29 again first.
- Play *Memory* (Games Bank, page 87) with toy foods or the unit flashcards. You could also include the colors: *yellow, red, green* and *blue*. You could also review the colors using the colors poster.
- Use other toy foods to review the concepts of healthy and unhealthy foods.

1 Make a healthy food plate

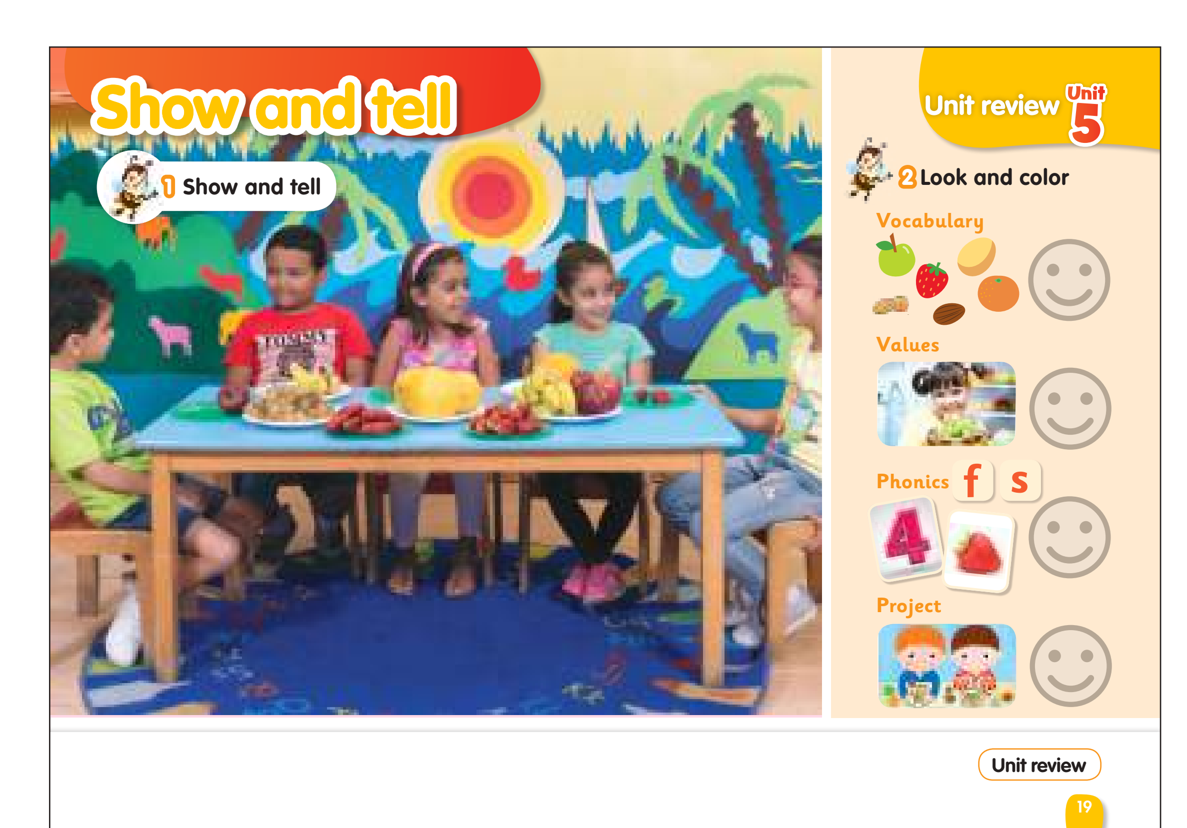
1 If you have made a healthy food plate, show this to the class. Say *This is a healthy food plate.* Make sure each child has seen it properly by taking it around the class. Use the plate



to elicit the words: *oranges, apples, strawberries, nuts, dates*, etc. You could choose to introduce new foods such as *banana*. Ask *Is this healthy or unhealthy?*

2 Help students to find page 18. Look at the pictures together with the class. Say *Look, the children are making a healthy food plate. They are using clay to make the foods.*
3 Explain to the class that they are going to make their own healthy food plates, following the instructions in the pictures: *Now you try.*
4 Distribute the items students need to make the healthy food plate. Help students find the Unit 6 cut-out at the back of their Student's Books.
5 First, students cut out the picture of the plate. Tell them they need to include *apple, date, egg, nut, orange* and *strawberry* on their food plate. Then they make the foods using the modeling clay. Next they arrange the model foods on their plate.
6 Monitor students' work. Ensure that they clean and tidy up when they finish. You could play the *Let's tidy up!* song from the First Term Unit 3, Lesson 2, while they do this.





2 Look and say

1 Help students to show their healthy food plates to the class. Ask *What's this?* They can introduce them, by saying *It's a (strawberry)*. Encourage students to use any other words they know: *I like (strawberries). It's (red).*

LESSON 7 page 19

1 Show and tell

1 Help students to find page 19. Look at the page with the class, and explain that the children in the picture are having some healthy snacks.
2 Say *Let's have some snacks, too*. Students can either enjoy the real food you have brought in or pretend to have snacks with the play food, depending on what is most appropriate for your class.
3 While you have your snacks, encourage students to use words and phrases that they have learned, such as *It's a (strawberry). I like (strawberries). Me, too!* And to offer various foods to each other and respond: *Thank you! It's (red).*

2 Look and color

1 This is a self-assessment activity. Students look at the categories: Vocabulary (for the new words in the unit), Values (if they understand about saying *thank you* and healthy eating), Phonics (if they know the letter sounds /f/ and /s/) and Project (for their healthy food plates).
2 For each category, students color the smiley face next to the pictures if they feel they have understood the section.

Fast finishers



- Students can show a partner their completed baskets and say *I like (oranges).*

Consolidation game

- Students play *Sorting* (Games Bank, page 88) in small groups.

PLAY TIME page 20



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and draw  or 

1. Help students find page 20 in their Student's Books. Ask them to point and name the first item.
2. Ask *What is this*?
3. Students reply *Fruit!* or *Fruit salad!* or *Strawberries* and *kiwi*, or any appropriate answer.
4. Ask *Is this healthy or unhealthy*?
5. Students reply: *Healthy*!
6. Say *Well done*! and ask them to draw a smiley face next to the fruit salad.
7. Ask students to repeat the process for the remaining items.
8. Go around, monitoring their work, and praise their efforts.









PLAY TIME page 21



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Find and circle the odd one out

1 Help students find page 21 in their books.
2 Ask students to look at the first row. Name the first item. Say *Strawberry*.
Ask students to name the three remaining items: *orange*, *egg*, *banana*.
3 Ask *Which is the odd one out*?
4 Students reply *The egg!*
5 Ask *Why?*
6 Students reply *Because it is not a fruit*!
7 Say *Well done*! and ask them to circle the egg.
8 Repeat with the items in rows 2, 3, and 4.

Teacher assessment

- Take in their books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.



PLAY TIME page 22

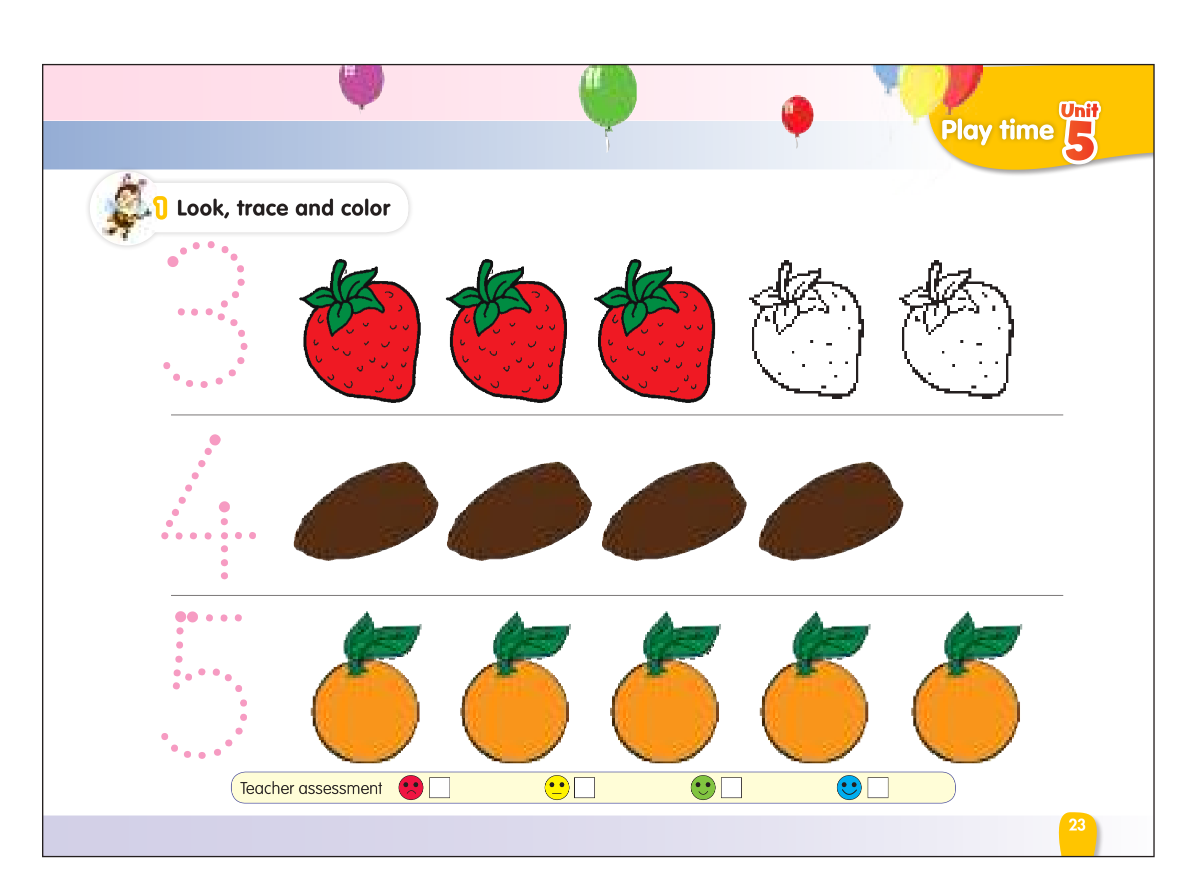


- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Find the difference

1 Help students find page 22 in their books.
2 Ask them to name the items they can see on the first table.
3 Students reply *apples, eggs, dates, yogurt, strawberries*
4 Say *Well done*!
5 Ask *How many apples can you see*?
6 Students reply *Two*!
7 Say *Well done*!
8 Say *Look at the other table. How many apples can you see*?
9 Students reply *Five*!
10 Say *Well done*!
11 Point to the first table and say *2 apples*. Point to the second table and say *5 apples*.
12 Ask students to find the rest of the difference with their shoulder partner.
13 Ask pairs to call out the answers after raising their hands.
14 Praise all efforts.







PLAY TIME page 23



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, trace and color

1 Help students find page 23 in their books.
2 Remind students of the numbers 1- 5. You can ask them to count on their fingers.
3 Tell students to count the objects in each section of the page.
4 When they are happy that they know how many objects there are, tell them to find, trace and circle the correct number.
5 Go around the class as the students work. Check that they are tracing the numbers correctly and help them to count the objects.

Unit 6

LESSON 1 pages 24-25

Objectives: To identify vocabulary for animals in a picture
To listen to and sing along with a song

Vocabulary: *camel, elephant, giraffe, lion, monkey, snake*

Language: *What's that? It's a (giraffe).*

Materials: Student's Book, pages 24-25
Class CD
Digital Toolkit
Flashcards: apple, date, egg, nut, orange, strawberry; camel, elephant, giraffe, lion, monkey, snake
Unit 6 poster

Opener

- Play *Point to the picture* (Games Bank, page 87) with the *apple, date, egg, nut, orange* and *strawberry* flashcards to review the Unit 5 vocabulary.
- Students can also play the game in pairs or small groups using the pictures in Unit 6 of their books.

Presentation

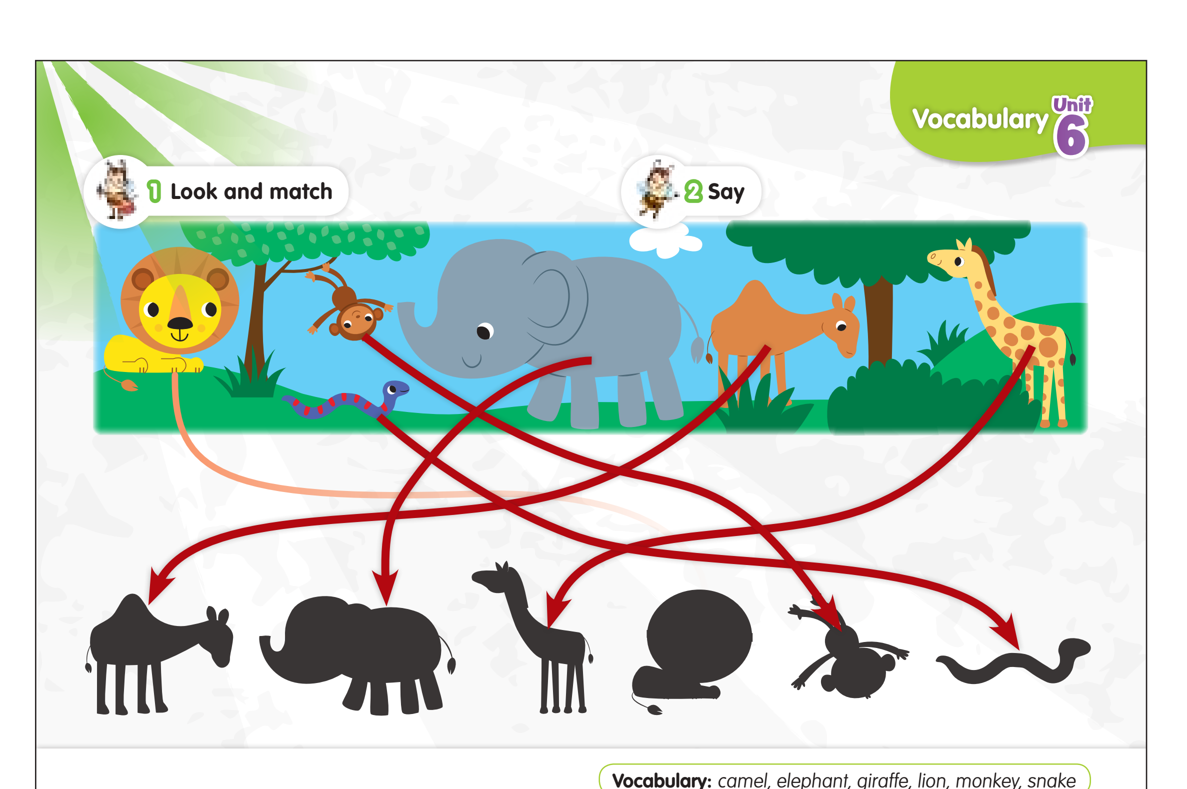
1 Present and practice the new words: *camel, elephant, giraffe, lion, monkey* and *snake*.
2 Display the *camel, elephant, giraffe, lion, monkey* and *snake* flashcards. Point to the *camel* and say *camel*. Say *Point and say.* You could introduce an action, for example, hump your shoulders like a camel's hump. Students repeat several times chorally and then individually.
3 Repeat the procedure for *elephant, giraffe, lion, monkey* and *snake*.
4 Then point to each animal in turn and ask *What is this?* students say the animal name and do the action. Vary the order you point to the items.
5 You can also practice the new words using the unit poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster and ask *What is this?* Encourage the student to say the word.



1 [CD 2.22] Listen and point

1 Help students to find page 24. Ask students *Who can you see in the picture?* (Adam and Dina, Adam and Dina's mommy and daddy and a man driving). Point to a character and ask *Who is this?*
2 Then ask *What can you see in the picture?* Point to an animal and ask *What is it?* (camel, elephant, giraffe, lion, monkey and snake).
3 Say *Listen and point*. Play the song on the CD. For each verse, students point to the corresponding animal in the picture.
4 Play the CD and stop after each verse for students to point at the correct picture.





Audioscript

Listen, listen!
What's that?
Can you hear?
It's an elephant.

Listen, listen!
What's that?
Can you hear?
It's a monkey.

Listen, listen!
What's that?
Can you hear?
It's a camel.

Listen, listen!
What's that?
Can you hear?
It's a snake.

Listen, listen!
What's that?
Can you hear?
It's a giraffe.

Listen, listen!
What's that?
Can you hear?
It's a lion.

2 [CD 2.23] Sing

1 Play the song again on the next track for the karaoke version. Say *Listen and sing*. Students gradually sing along with the song as much as they are able to. Point to each animal as each verse is sung. Add any suitable actions as you sing each verse. Students could also cup an ear with their hand each time they hear 'Listen, listen!'
2 When students are able, play the version of the song without words. Students sing as much as they can and do any actions.

LESSON 1 page 25

1  Look and match

1 Help students to find page 25. Use the picture at the top of the page to elicit the animal words. Point to each animal and ask *What's this?* (lion, monkey, snake, elephant, camel, giraffe). Then ask the students to look at the silhouettes at the bottom of the page and elicit the words (camel, elephant, giraffe, lion, monkey, snake).
2 Say *Point to the lion*. Make sure students have identified the lion in the top picture. Show them the line leading from the *lion* at the top to the silhouette of the lion at the bottom of the page. Say *Can you follow the line?* Encourage students to trace the line with their finger to match the two lions.
3 Repeat the procedure for the other animal pictures with students drawing the matching lines.

2 Say

1 Tell students they are going to point to the animals and say the animal words.
2 Say *Point to the (camel). Point and say.* Students point to the pictures and say the words: *camel, elephant, giraffe, lion, monkey, snake*.

Fast finishers



- In pairs, students take it in turns to mime an animal for their partner to guess and point to in their book.

Consolidation game

- Play *Mime it* (Games Bank, page 87) with the animal words.

Unit 6

LESSON 2 pages 26-27

Objectives: To use the letter sounds /ɛ/ and /ä/
To find words with the /ɛ/ and /ä/ sounds
To trace and copy the letters *e* and *o*

Vocabulary: *egg, elephant, exit, orange, on, olives*

Materials: Student's Book, pages 26-27
Class CD
Digital Toolkit
Unit 6 poster
Phonics cards: b/book, d/daddy, e/elephant, f/four, h/hello, m/mouth, o/on, r/robot, s/strawberry, t/teddy bear

Opener

- Revise the animals with the class using the flashcards or the Unit 6 poster.
- Play the song from Lesson 1, page 24 again with the class and ask students to sing along with the song as much as they can, and to do any actions you may have introduced in the previous lesson.

Presentation

letter sound /ɛ/ and /ä/

1 Show the picture on the *e/elephant* phonics card and ask *What's this?* Elicit *elephant*. Then say *elephant*. Students repeat after you.
2 Show the letter side of the card and say /ɛ/. Students repeat the sound /ɛ/ with you.
3 Then show the picture on the card again and elicit *elephant*. Flip the card from the letter side to the picture side several times so that students are saying /ɛ/ … *elephant* repeatedly.
4 Repeat for the letter sound /ä/ and the *on* phonics card.

1 [CD 2.27] Listen and repeat

1 Help students to find page 26. Point to the picture of the elephant on the left-hand side of the page and ask *What's this?* (elephant).
2 Then point to the letter *e* on the page and say the sound /ɛ/. Students repeat after you. Practice this several times.



3 Play the CD. Sing the first part of the first verse of the song to the class. Then play the second part of the first verse, encouraging students to listen and repeat the /ɛ/ sound.
4 Repeat with the second verse for the /ä/ sound and *on*.

Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat after me
/ɛ/
/ɛ/, /ɛ/
/ɛ/, /ɛ/, /ɛ/!
/ɛ/ elephant
Elephant!

Everyone listen
Listen to me
Listen and repeat
Repeat after me
/ä/
/ä/, /ä/
/ä/, /ä/, /ä/!
/ä/, onion
On!



2 Look. Find e and o

1 Look at the pictures with the class and elicit the items: *What can you see?* (exit, egg, orange, olives). Say the words together with the class.
2 Point to the *exit*. Say the word *exit*. Say /ɛ/ *exit*. Ask students to draw a circle around *e*. Ask them to hold up their books to show you their answers.
3 Repeat for *egg*. Ask students to draw a circle around *e*. Ask them to hold up their books to show you their answers.
4 Students look at the alphabet at the bottom of the page and find and point to the letter *e*. Say *Point to /ɛ/*. They point and say /ɛ/.
5 Repeat for the letter sound /ä/and *orange* and *olives*.
6 When students are able, play the version of the song without words. Display the *e/elephant* and the *o/on* flashcards. Students sing as much as they can.

LESSON 2 page 27

1 Trace and copy

1 Model the letter formation for the letter *e*. With your back to the class, write a large letter *e* in the air with a finger while saying the sound /ɛ/, making the starting point and direction of writing clear.
2 Students copy the letter in the air several times, saying the letter sound as they do so.
3 Then demonstrate with one student how to write the letter on another's back, and ask all students to do this in pairs.
4 Model correct letter formation on the board.
5 Help students to find page 27. Students trace over the dotted letters *e* in their book with a finger.
6 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
7 Students then trace the *e* letter.
8 Repeat for the letter *o*.

2 Look, trace and circle

1 Focus attention on the picture of the *egg* and elicit what it is: *What's this? Egg*. Students repeat chorally and individually.
2 Students trace over the dotted letters *e* in their book with a finger, saying the letter sounds as they trace. Students then trace the letters with a pencil.
3 Then ask them to point to the letter *e* for *egg* and to say /ɛ/. They circle the letter *e*.
4 Repeat for the other pictures and the letter *o*.



Fast finishers

- Students can make an *e* or an *o* poster to be displayed on the wall. They write a large *e* or *o* on the page and draw a picture to match the initial letter sound (egg, elephant, orange, exit, onion, olives).
- If you have created a phonics board, ask students to draw pictures to add to it for the new sounds.
- Put all the phonics cards taught so far (*h/hello, b/book, r/robot, d/daddy, m/mouth, f/four, s/strawberry, e/elephant, exit, egg, o/on, olives, orange*) on a table. Students practice pointing to and saying the words and letter sounds for each card.

Consolidation game

- Play *Missing sound* (Games Bank, page 87) with all the phonics cards from first term Units 1–6.

Unit 6

LESSON 3 page 28

Objectives: To use /ɛ/ and /ɒ/ sounds
To identify sounds in different places within a word
To recognize initial, middle and final sounds in spoken words

Materials: Student's Book pages 28 and 29
Class CD
Flashcards or toys

Opener

- Welcome the children with a smile and say *Hello!* Encourage the children to say: *Hello!* back to you.
- Revise the vocabulary for zoo animals, using the flashcards or some toys.
- Play *Guess the picture* (Games bank, page 87) to practice the vocabulary again and reinforce it.

Presentation

1 Draw a simple picture of an egg on the board. Ask the class *What is it?* Elicit *egg*.
2 Say /ɛ/, *egg*. Ask the students to repeat.
3 Write *egg* on the board, next to your picture. Use calling sticks to choose a child to come forward to circle the *e*.
4 Draw an elephant on the board. Ask the class *What is it?* Elicit *elephant*.
5 Say */ɛ/, elephant*. Ask the students to repeat.
6 Write elephant on the board. Use calling sticks to choose a child to come forward to circle the e. Point out that the /ɛ/ sound is in the word twice, so there are two letters that need to be circled.
7 Praise the class for their correct answers.

1 [CD 1.3] Listen and circle e

1 Ask the class to open their books on page 28.
2 Tell the class that you will play the CD one word at a time. They should listen carefully and circle *e* in each word.
3 Play the CD. Stop after each word to allow students to complete the task.
4 Play the CD again so that students can check their own answers.
5 Then play one more time and check answers as a class.



Audioscript

egg - elephant - bed - pencil - red - hello

2 [CD 1.4] Listen again and say

1 Hold up a book.
2 Say: *Listen again and say*. Play the CD, one word at a time. Students should repeat the words.



Audioscript

egg - elephant - bed - pencil - red - hello

Think!

- Read the *Think!* box to the class and check that they understand the question. Is there any child in the class whose name starts with 'e'?

LESSON 3 page 29

1 Listen and circle o

1 Draw a simple picture of an orange on the board. Ask the class *What is it?* Elicit *orange*.
2 Say /ɒ/, *orange*. Ask the students to repeat.
3 Write *orange* on the board, next to your picture. Use calling sticks to choose a child to come forward to circle the *o*.
4 Draw a *doll* on the board. Ask the class *What is it?* Elicit *doll*.
5 Write *doll* on the board. Use calling sticks to choose a child to come forward to circle the *o*. Point out that the /ä/ sound is in the middle of the word, not at the start.
6 Praise the class for their correct answers.
7 Help students find page 29. Tell the class that you will play the CD one word at a time. They should listen carefully and circle *o* in each word.
8 Play the CD. Stop after each word to allow students to complete the task.
9 Play the CD again so that students can check their own answers.
10 Then play one more time and check answers as a class.

Audioscript

doll - hop - orange - olives - dog - dolphin

2 [CD 1.4] Listen again and say

1 Hold up a book.
2 Say: *Listen again and say*. Play the CD, one word at a time. Students should repeat the words.

Audioscript

doll - hop - orange - olives - dog - dolphin

Fast finishers

- Ask fast finishers to play *Tracing letters* (Games Bank, page 88) in pairs. If letters are easy, they can write full words too.

Practice game

- Play *Mime it* (Games Bank, page 87) to revise animals.

Unit 6

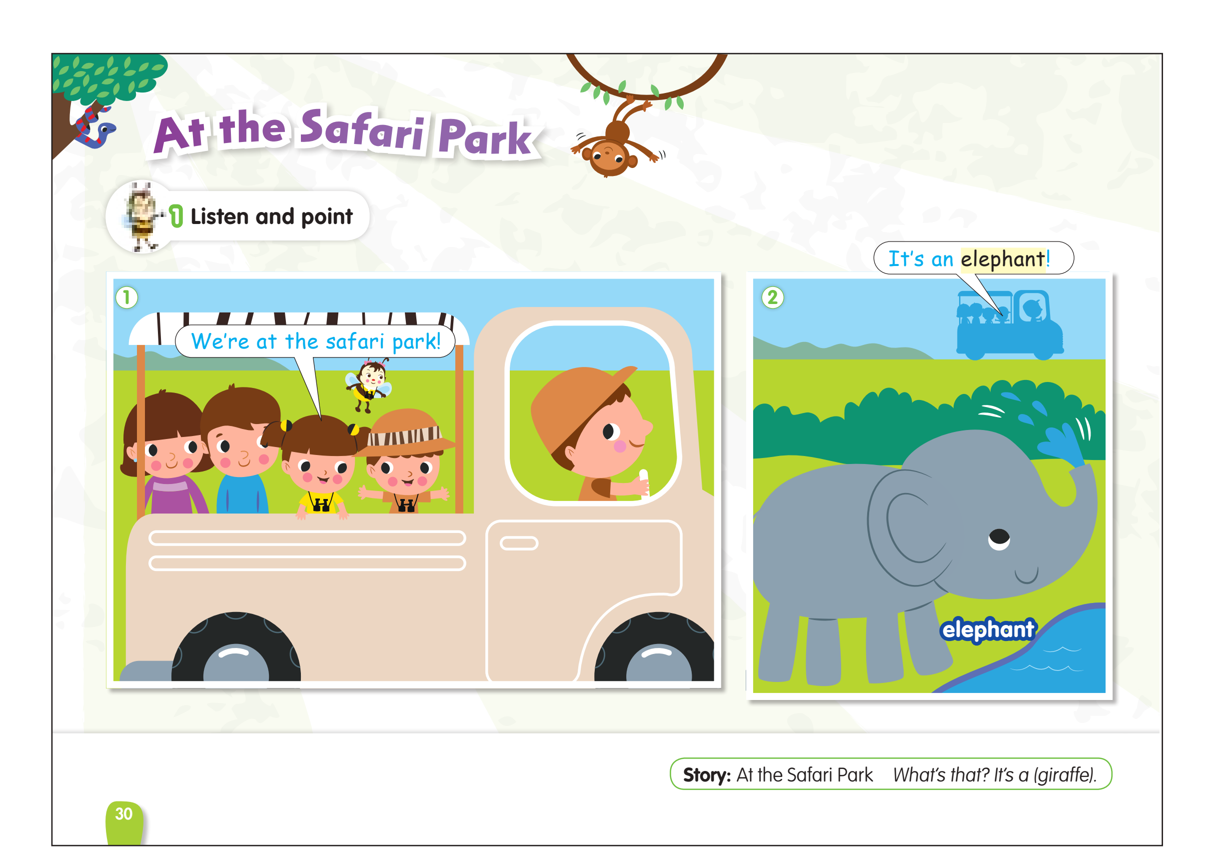
LESSON 4 pages 30-31

Objectives: To identify vocabulary for animals in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To learn a new life skill (self-management) and a new value (respecting animals)
To identify a problem and solve it

Vocabulary: *camel, elephant, giraffe, monkey, snake*

Language: *What's that / this? It's a (giraffe).*

Materials: Student's Book, pages 30-31
Class CD
Digital Toolkit
Flashcards: camel, elephant, giraffe, lion, monkey, snake
Unit 6 poster
Optional: soft balls for the consolidation game



Opener

- Revise the vocabulary for the animals using the Unit 6 poster.
- Revise the /ɛ/ and /ɒ/ sounds with the class using the *e/elephant* and *o/on* phonics cards. Help to find the letter *e* and the pictures for *elephant* and *egg*, and the letter *o* and the pictures for *on* and *orange* on page 26.
- You could revise the /h/, /b/, /r/, /d/, /m/, /s/ and /f/ sounds from first term Units 1–6 too, using the *h/hello, b/book, r/robot, d/daddy, m/mouth, s/strawberry* and *f/four* phonics cards.





LESSON 4 pages 30-31

1 [CD 2.24] Listen and point

1 Help students to find page 30. Look at the story frames with the class. Ask them what and who they can see in the pictures by pointing at the characters and animals and asking *Who /What is this?* Make sure students can remember the names of the characters and the words for the animals.

2 Say *Listen and point*. Play the CD from frames 1– 4. Students listen and point to each frame.

Audioscript

1 Adam and Dina:	*We're at the Safari Park! Hooray!*
2 Adam:	*Look! What's that?*
Dina:	*It's an elephant!*
3 Dina:	*Look! What's that?*
Adam:	*It's a giraffe!*
4 Adam:	*Look! What's that?*
Dina:	*It's a camel, and look, a snake on the tree!*

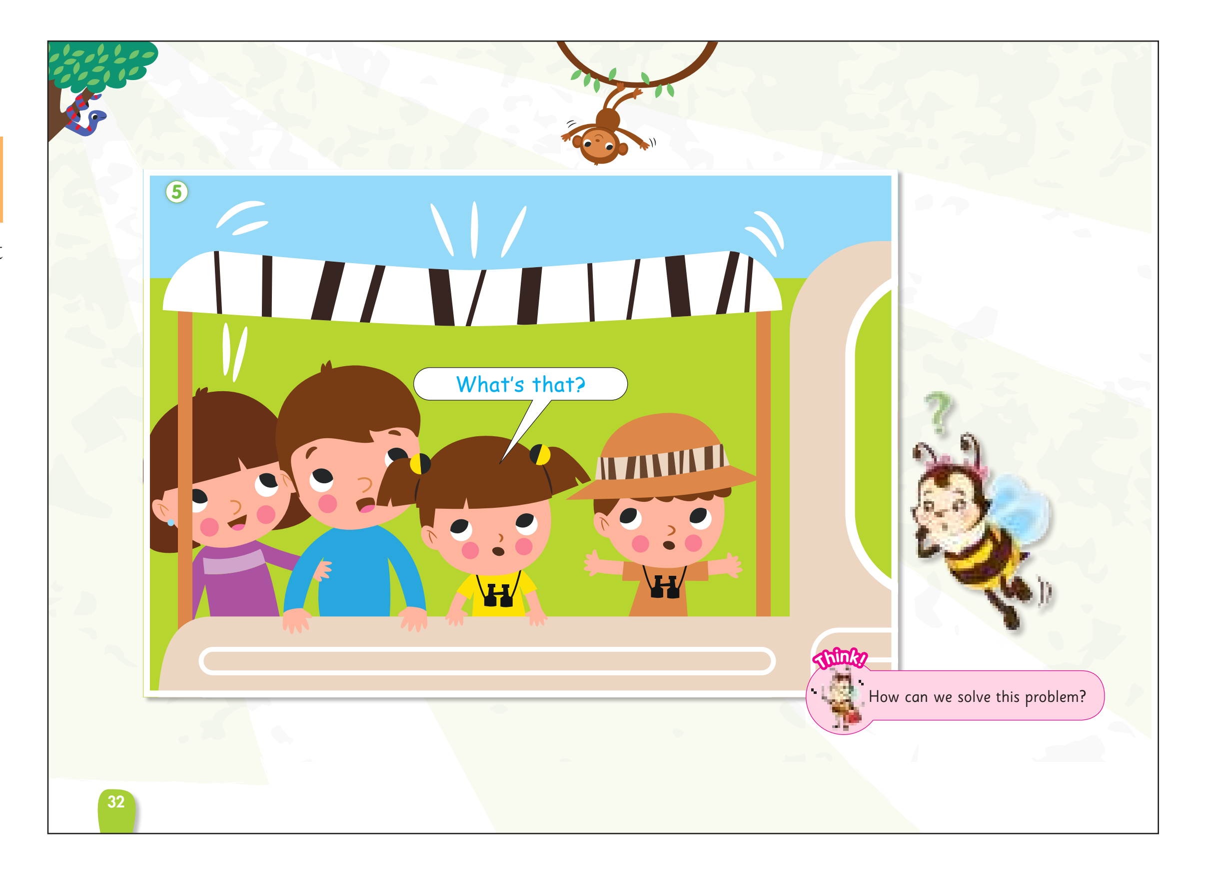
LESSON 4 pages 32-33

1 Ask students to predict what happens in the story. Ask students for their guesses. You might want to focus them on frame 5 and point out that there is a loud noise on the roof of the car. Mime looking scared and covering your ears. Say *Oh no, Mommy, Daddy, Adam and Dina can hear a noise. They look scared.*

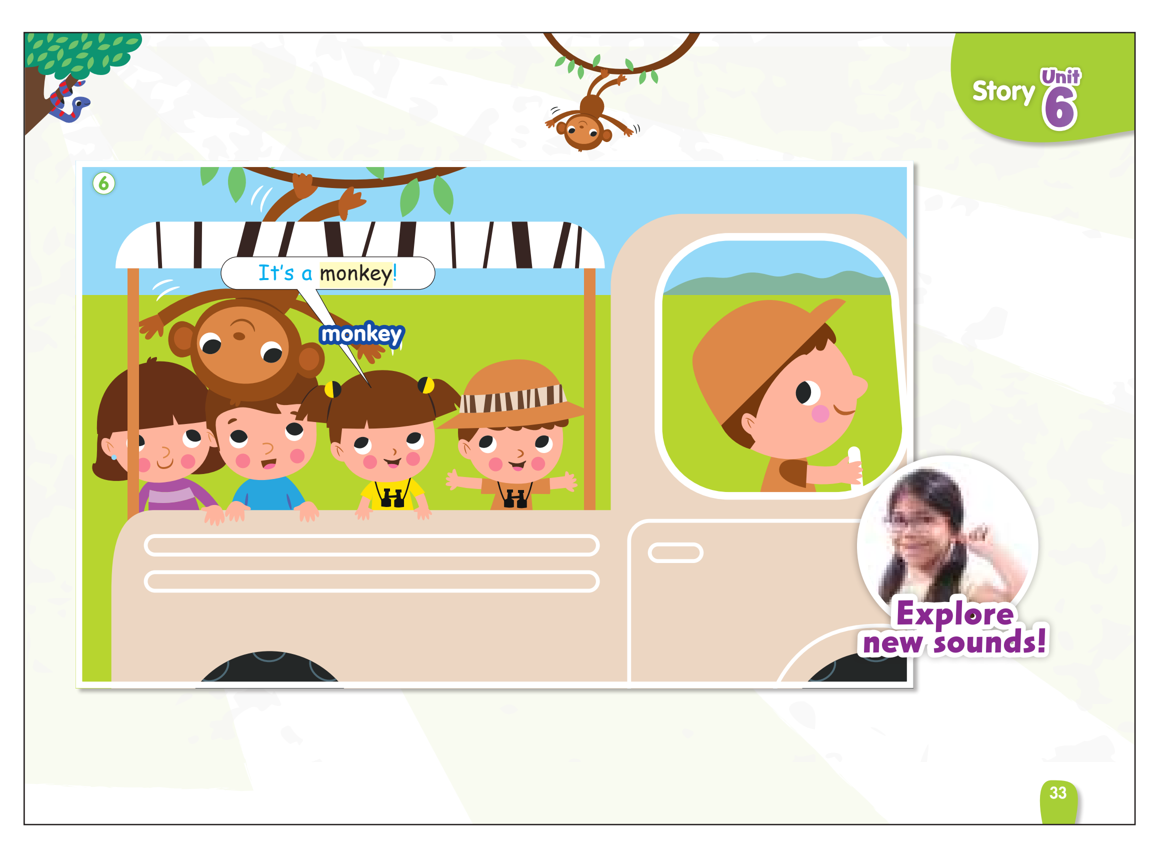
2 Play frame 5, pause the CD. Look at the picture of the family looking upwards toward the noise on the roof. Ask students to think about what will happen next: *What is making the noise? What will happen?* What do students think?

Audioscript

5 Dina: *Listen! What's that?*







LESSON 4 pages 32-33

1 Continue playing the story. Were students' predictions correct? (The noise on the roof was a monkey.)
2 Say *Listen and point*. Play the story again. Students listen, point to each animal and join in with any words they can.
3 You could also play the CD and pause before each animal word, encouraging the class to complete the sentences.

Audioscript

6 Dina: *It's a … It's a monkey! It's on the car!*

Explore new sounds!

- Look at the photograph with the class. Ask *What can you see?* The girl is pointing to her ear. *She is listening*. Do you students listen carefully when they hear a strange sound? What do they do? Elicit acceptable answers.

LESSON 5 pages 34-35

Objectives: To identify vocabulary for animals in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To learn a new life skill (self-management) and a new value (respecting animals)
To listen to and arrange a picture story
To use drawings to narrate very short events

Vocabulary: *camel, elephant, giraffe, monkey, snake*

Language: *What's that / this? It's a (giraffe).*

Materials: Student's Book, pages 34-35
Class CD
Digital Toolkit
Flashcards: camel, elephant, giraffe, lion, monkey, snake
Unit 6 poster
Crayons, 3-4 inch punch, cutter, page 89 (cut-outs)
Optional: soft balls for the consolidation game



1 [CD 2.15] Listen, cut and stick

1 Help students to find the Unit 6 cut-outs at the back of their books. Students name each animal in the pictures.

2 Help students to find page 34. Say *Listen and choose*. Play the CD. Students listen and point to the correct cut-out picture as they hear it mentioned. Students then cut this picture out.

3 Say *Listen and stick*. Play the CD again. Students listen and stick their cut-outs in the correct order.

4 For further practice, students can point at the pictures and say the animals names: *It's a giraffe!*





LESSON 5 page 35

1 Look, trace and say

1 Help students to find page 35. Look at the first picture with the class. Ask *What's that? Yes, it's a giraffe*. Students look at the picture and say *It's a giraffe*.

2 Demonstrate how the children should trace around the giraffe following the dotted lines with a pencil. Say *Now you try*. They trace over the lines on the picture. Encourage them to be as careful and neat as they can.

3 Circulate, asking individual children *What's that?* Encourage them to reply *It's a giraffe*. Students could also show their picture to a partner and ask and answer *What's that? It's a giraffe*.

4 Repeat the procedure for the second picture (camel and snake).

Consolidation game

- Play *Catch and say* (Games Bank, page 86) with the animal names.

Extra practice

Make an animal finger puppet

1. If you have made an animal finger puppet, show this to the class. Say *This is my animal finger puppet*. *What animal is it? Yes, that's right*. *It's a (lion)*. *Well done*. Make sure each child has seen it properly by taking it around the class.
2. Help students to find page 89. Look at the pictures together with the class and elicit the names of the animals. Say *Let's make your own finger puppets*. *Here are the materials*. *I can see animals, scissors, pencils, a punch and crayons*.
3. Demonstrate the procedure: First, students cut the animals out. Students then use the punch to cut the two holes at the bottom of each animal. (If you don't have a punch, use scissors or a pencil. You can help the students with this part). Say *Now, we have the fingers holes*. Next they color their finger puppets. Finally, they put their fingers through the holes.
4. Make sure each child or table has the correct materials. Monitor students' work. Ensure that they clean and tidy up when they finish. You could play the *Let's tidy up!* song from Unit 3, first term, as they do this.
5. Encourage students to ask and answer about their finger puppets.

Unit 6

LESSON 6 pages 36-37

Objectives: To use vocabulary for animals
To reinforce the importance of respecting animals
To respect animals

Vocabulary *camel, elephant, giraffe, lion, monkey, snake*

Language: *Let's be quiet! Look! The (elephants) like (water).*

Materials: Student's Book, pages 36-37
Class CD
Digital Toolkit
Flashcards: camel, elephant, giraffe, lion, monkey, snake, dolphin

Opener

- Play *Guess the picture* (Games Bank, page 87) with the animal flashcards.
- Play the story from Lesson 4 again with the class. Encourage students to join in as much as they can.
- For further practice, students could also act out the story in small groups and perform it in front of the class.

1 Look and say

1 Introduce the concept of respecting animals with the class. Ask students if they have any animals at home? Do they treat their animals with respect? Can they tell you what they do to respect animals? Do they feed them or help to look after them? Is it important to respect animals? Why?
2 Help students to find page 36. Point to the photos at the top of the page (elephant, monkey and giraffe). Point to the photo of the elephant and say *elephant*. Students repeat. Repeat for the monkey and giraffe.
3 Say *Now find*. Ask students to look and find the animals from the smaller photographs in the bigger photographs below. They can point to the animals and say the words together.



2  [CD 2.25] Sing and do

1 Say *Listen and point*. Play the song on the CD. Students listen and point to each animal as it is mentioned.
2 Students listen to the song again. This time help them to act out the words. Encourage them to hold a finger to their lips for the first line of each verse, put a hand above their eyes for the second line, and then mime what each animal is doing in the third line (they mime an elephant waving its trunk, a monkey eating a banana and a giraffe stretching its head up to eat leaves).
3 Say *Listen and sing*. Play the song again. Gradually, students then sing along with the song. They do the actions as they sing.
4 When students are able, play the version of the song without words. Students sing as much as they can and do any corresponding actions.





Audioscript

Let's be quiet! Sssh, ssh
Look!
The elephants like water.
Ssh, ssh

Let's be quiet! Sssh, ssh
Look!
The monkeys like bananas.
Ssh, ssh

Let's be quiet! Sssh, ssh
Look!
The giraffes like trees and leaves.
Ssh, ssh

LESSON 6 page 37

1 What do the animals eat? Match

1. Help students to find page 37. Look at the first picture on the left-hand side of the page and say *Look! A horse*. *Can you say horse?* Students point to the picture and say *horse*. You could encourage students to make the sound of a horse or think of a mime for the horse. There is no need for students to learn this vocabulary though, as the focus of the lesson is the concept of respecting animals.
2. Remind students of the importance of respecting animals and taking good care of them. Say *One of the main ways we take care of animals is by making sure they have the correct, healthy food.*
3. Ask students to look at the pictures on the right-hand side of the page. Ask *What food does the horse like?* They draw a line with their finger and then with a pencil to join the horse and the hay.
4. Point to the horse and the hay and say *Let's be quiet! Look! The horse likes hay.*
5. Repeat the procedure for the bird and the nuts and seeds, the dolphin and the fish, and the lion and the meat.





Fast finishers

- In pairs or small groups, students choose an animal from the flashcards and draw something they think that animal would like to eat. Alternatively, they could draw their own pets and the food that they feed them.

Consolidation game

- Play *Point to the card* (Games Bank, page 87) with the animal flashcards.

Unit 6

LESSON 7 pages 38-39

Objectives: To use language for asking and answering about what something is
To listen to and practice a dialogue in pairs

Vocabulary: *camel, elephant, giraffe, lion, monkey, snake*

Language: *What's that? It's a (giraffe).*

Materials: Student's Book, pages 38-39
Class CD
Digital Toolkit
Unit 6 poster
Flashcards: camel, elephant, giraffe, lion, monkey, snake
Coloring pencils or crayons for each student



Opener

- Use the Unit 6 poster or the flashcards to revise *camel, elephant, giraffe, lion, monkey* and *snake*.
- Play the song from Lesson 4, page 36 with the class and students do the actions and sing along.

1  [CD 2.26] Listen and point

1 Help students to find page 38. Look at the picture with the class. Ask *What can you see?* Two girls are at a safari park, looking at a map to show where the animals are. Point to the lion on the safari park map and ask *What's that? Yes, it's a lion*. If you have created an action or sound for the lion, perform it and encourage the class to join in.
2 Say *Listen and point*. Play the first mini-dialogue on the CD to the class. Ask students to point to the *lion*. Say *Point to the lion*. Students point and say *lion*.
3 Play the rest of the mini-dialogues for students to listen, point and say the names of the animals.

Audioscript

Girl 1: *What's that?*
Girl 2: *It's a lion.*

Girl 1: *What's that?*
Girl 2: *It's an elephant.*

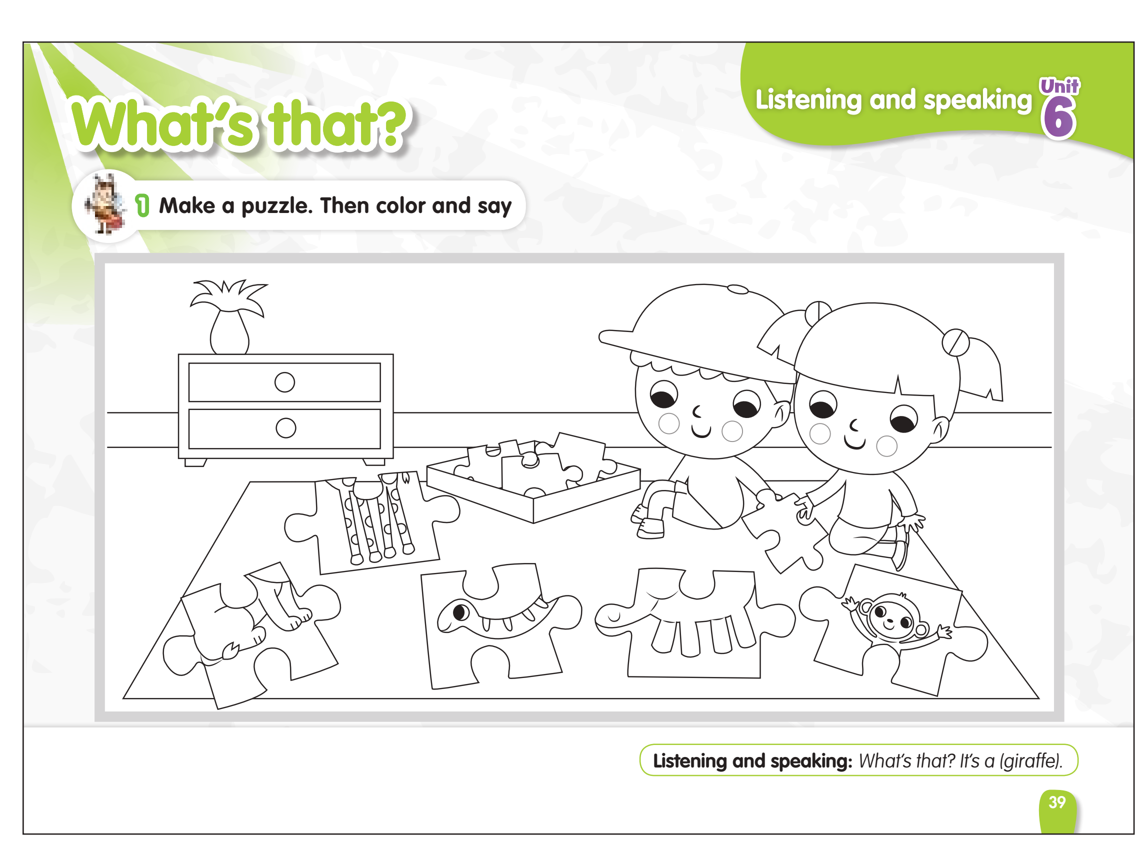
Girl 1: *What's that?*
Girl 2: *It's a snake.*

Girl 1: *What's that?*
Girl 2: *It's a camel.*

Girl 1: *What's that?*
Girl 2: *It's a giraffe.*

Girl 1: *What's that?*
Girl 2: *It's a monkey.*





2 Look and say

1 Play one of the mini-dialogues again with the class. Ask one of the students to model the dialogue with you. Display one of the animal flashcards. Ask the question *What's that?* and help the student to reply *It's a (giraffe)*. Then try to help the student to start the dialogue with *What's that?* so that you reply *It's a (camel)*. Point out that for *elephant* students need to say *It's an elephant*.
2 Students work in pairs to produce the mini-dialogues using the pictures to help them.
3 You could also play the CD and pause after each question and point to the animal on the page for students to answer.
4 Confident learners could demonstrate their dialogues in front of the class.

LESSON 7 page 39

1 Make a puzzle. Then color and say

1 Show students the *camel* flashcard, but cover the top half of the image with a piece of paper or another flashcard. Say *What's that? Can you guess? Yes, it's a camel. Well done!*
2 Help students to find page 39. Make sure students understand what is happening in the picture. (Dina and Adam are doing an animal jigsaw puzzle. Pictures of half of each animal are laid out in front of them.) Ask students if they can identify any of the animals. Point to the jigsaw piece with the giraffe's legs on it and ask *What's that?* Elicit the response: *It's a giraffe*.
3 Then point to the jigsaw puzzle that has the lion's legs and tail on it and say *Now ask and answer*. Students work with a partner to create a dialogue about the animal. One student asks *What's that?* and the other student replies *It's a lion*.
4 Students continue asking and answering about the animals with their partner.
5 Say *Now color*. Students then use coloring pencils or crayons to color in the pictures.

Fast finishers



- Students draw and color a simple picture of a camel, elephant, giraffe, lion, monkey or snake for a class display that you can use to practice the animal words.

Consolidation game

- Play *Guess the picture* (Games Bank, page 87) with *camel, elephant, giraffe, lion, monkey* and *snake*. You could change the dynamic by drawing each animal on the board. Aim to draw less than half the picture before students guess the animal.

Unit 6

LESSON 8 pages 40-41

Objectives: To recognize animal habitats
To sort words into their basic categories in order to demonstrate understanding of a concept (playtime)

Vocabulary: *camel, elephant, lion, monkey*

Materials: Student's Book, pages 40-41
Digital Toolkit
Unit 6 cut-outs
Phonics cards: b/book, d/daddy, e/elephant, f/four, h/hello, m/mouth, o/on, r/robot, s/strawberry, t/teddy bear
Flashcards: camel, elephant, giraffe, lion, monkey, snake, dolphin

Opener

- Ask the class to demonstrate their *Look and say* dialogues from Lesson 7 again. If helpful, play the mini-dialogues recording from page 38 again first.

Presentation

1 Talk about animal habitats with the class. Ask if they can tell you any places animals live: *Where do animals live? Where does an elephant live? Where does a camel live?* (desert, savannah, grassland, rainforest, etc.)

2 Draw a simple picture of a monkey, or display the monkey flashcard, on the left-hand side of the board and a simple picture of a rainforest on the right-hand side of the board. Draw a line from the monkey to the rainforest. With your back to the class, show students how to trace over the line. Ask various students to come to the board to do the same. Then repeat the activity with a picture of an elephant on the left-hand side of the board and a watering hole on the right.

1 Look and follow

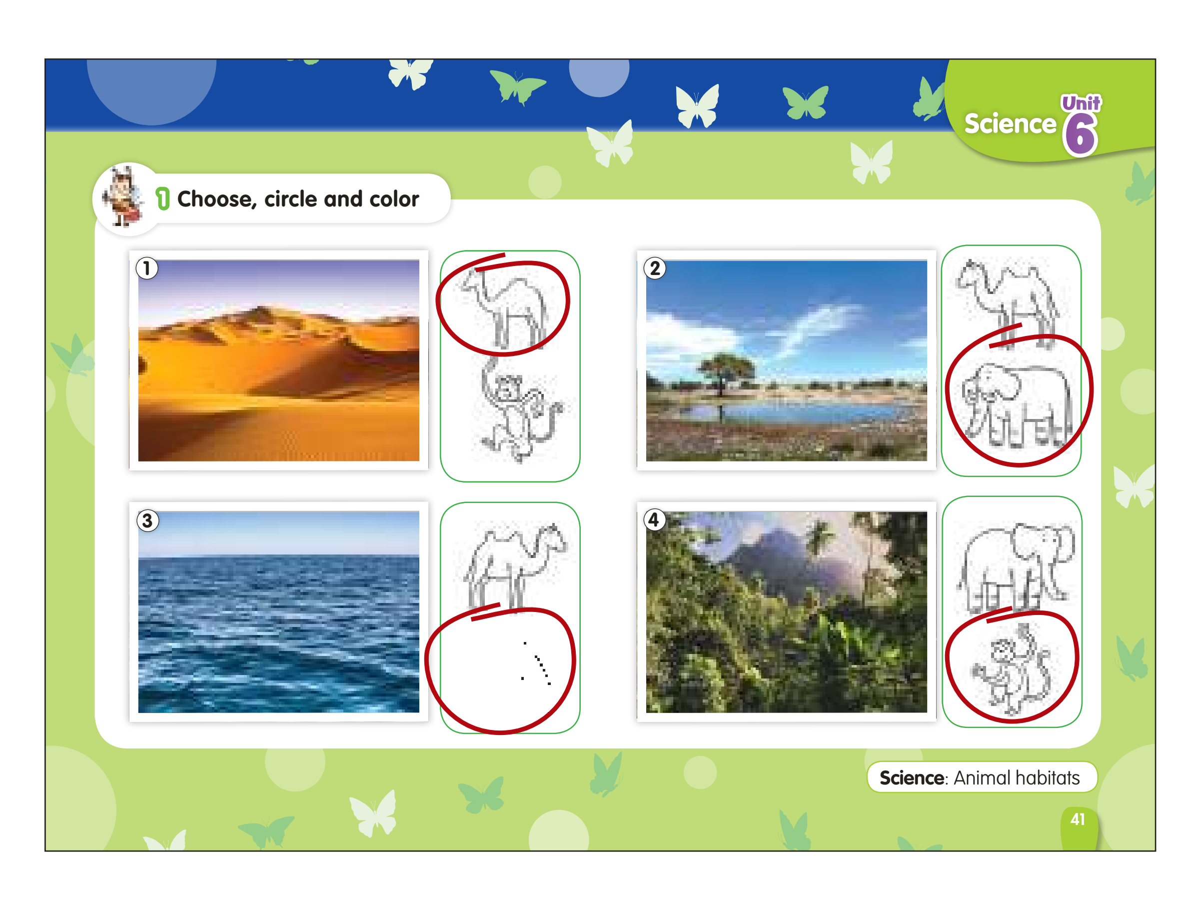
1 Help students to find page 40. Focus attention on the animals on the left-hand side and elicit the names: *What animals can you see? What's this?* (camel, elephant, dolphin, monkey). Say the words and let students repeat. Explain that the camel lives in the desert, and that they should follow the line of hoof prints from the camel to the desert.



2 Say *Now follow*. Ask students to trace over the hoof line from the camel to the desert with a finger.

3 Repeat the procedure for the *elephant, dolphin* and *monkey*. (The elephant lives at the watering hole in the savannah, the dolphin lives in the sea, and the monkey lives in the rainforest.) For this lesson, it is the concept of animal habitats that is being taught, and students are not expected to learn the names for the animal habitats.





LESSON 8 page 41

1 Choose, circle and color

1 Help students to find page 41. Point to the picture of the desert and then look at the pictures of the *camel* and the *monkey* next to it with the students. Tell them that they have to decide which animal lives in the desert: *Which animal lives in the desert? Does the monkey live in the desert? No. Does the camel live in the desert? Yes. Very good. The camel lives in the desert*. Students choose the correct picture (camel) and circle it. Say *Now color the camel*. Students color the picture of the camel.

2 Students repeat the procedure for the pictures of the watering hole (elephant), sea (dolphin) and rainforest (monkey).



Fast finishers

- In pairs, students play *Mime it* (Games Bank, page 87) for the animals: *camel, elephant, giraffe, lion, monkey* and *snake*.

Consolidation game

- Play *What's missing?* (Games Bank, page 88) with the animal flashcards.

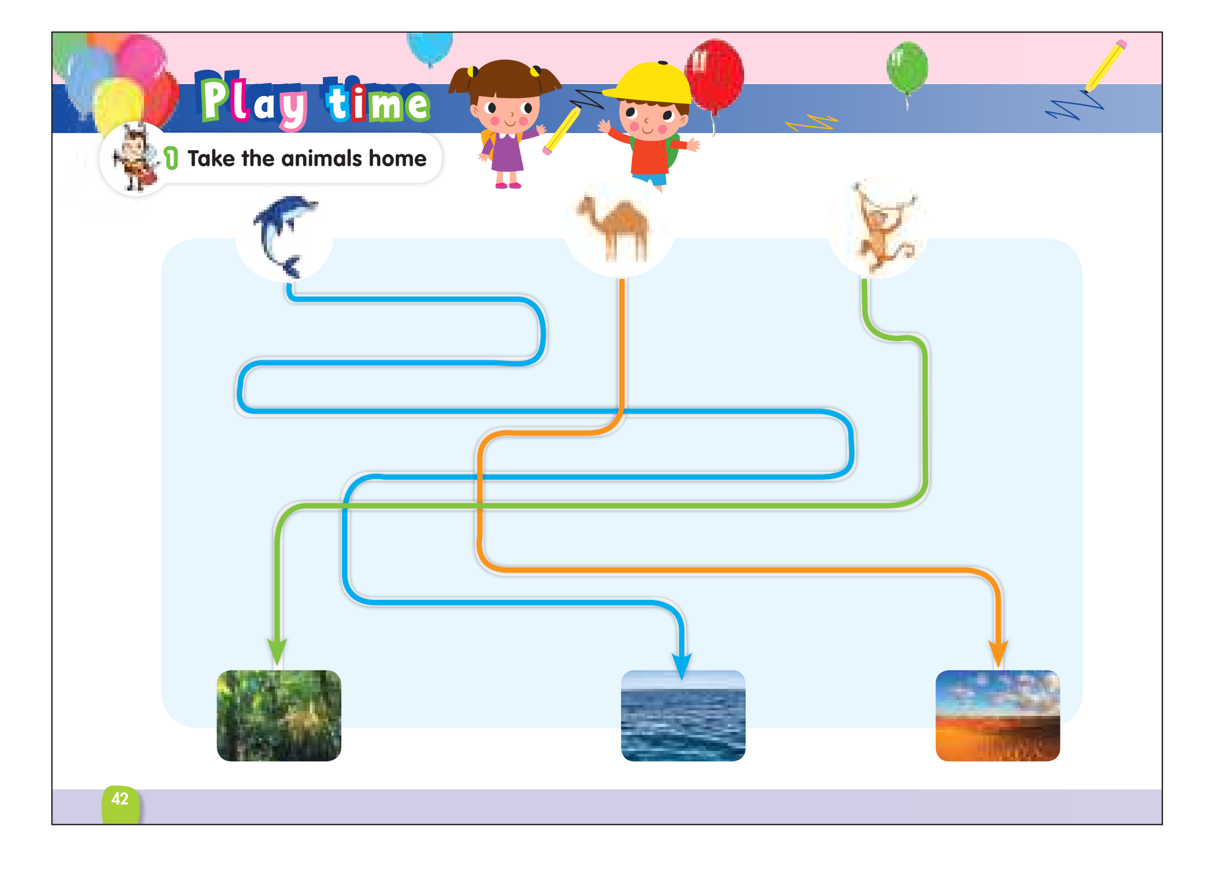
PLAY TIME page 42

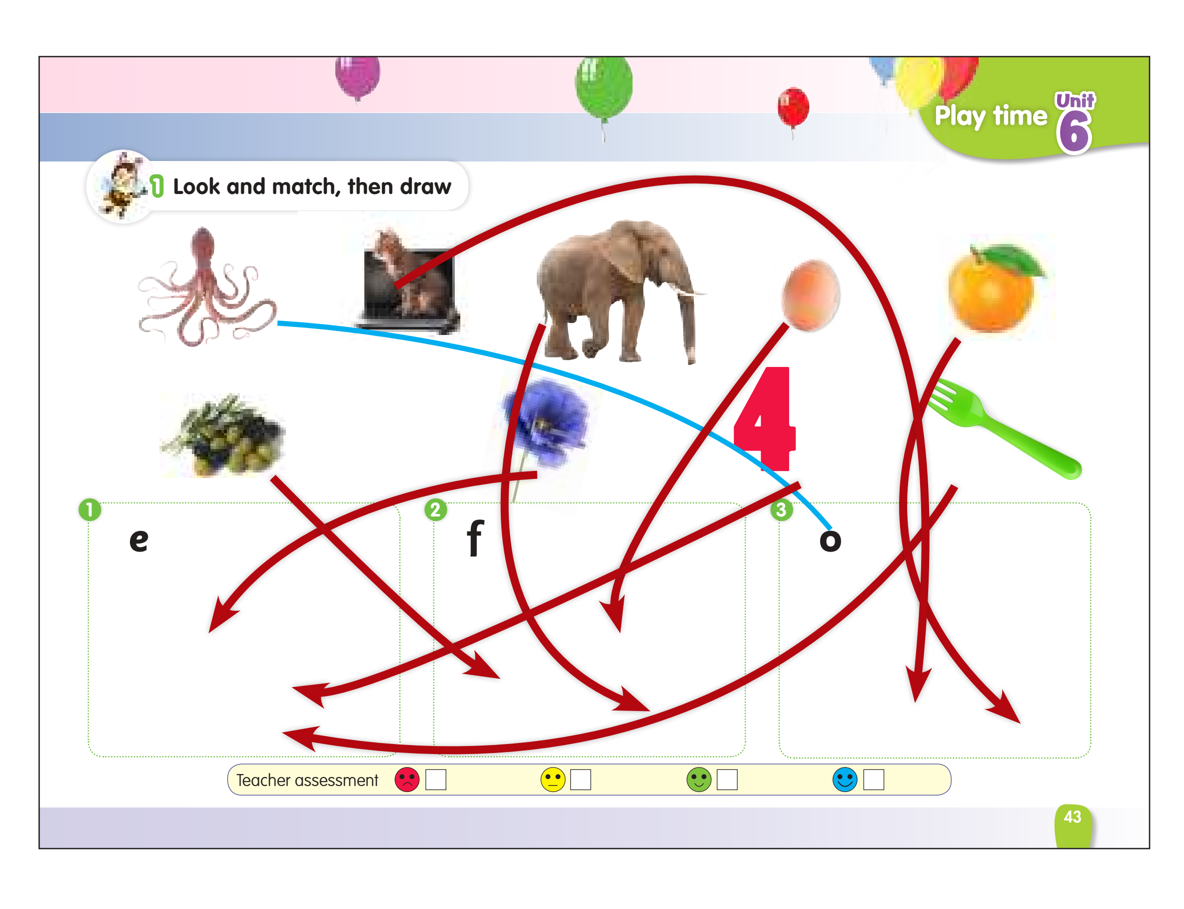


- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Take the animals home

1 Help students find page 42 in their books.
2 Point to each animal on the top of the page and elicit its name: *dolphin, camel, monkey.*
3 Ask *Do you remember where these animals live? Let's take them home!*
4 Ask the students where the dolphin's home is?
5 Students can refer to page 40 for help. Remind them that a dolphin lives in the sea. Get them to draw a line in the maze connecting the dolphin to its habitat.
6 Repeat with the remaining two pictures.





PLAY TIME  page 43



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and match, then draw

1 Point to the octopus and ask students *What is this?*
2 Students reply *Octopus*.
3 Say *Well done!* and elicit that it starts with the letter *o*.
4 Students draw a line to the letter *o* and then draw the octopus in the "o" box.
5 Repeat the same process with the remaining pictures and letters.
6 Go around monitoring. Praise their efforts.

Teacher assessment

- Take in their books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.



LESSON 1 pages 44-45

Objectives: To identify vocabulary for toys in a picture
To listen to and sing along with a song
To color in pictures of toys

Vocabulary: *ball, balloon, car, doll, robot, teddy bear*

Language: *Let's play with my (car)!*

Materials: Student's Book, pages 44-45
Class CD
Digital Toolkit
Flashcards: ball, balloon, car, doll, robot, teddy bear; red, yellow
Unit 7 poster
Colors poster
Optional: real toys: a doll, a teddy bear, a robot, a balloon, a car and a ball
Red and yellow coloring pencils or crayons for each child

Opener

- Play *Point to the card* (Games Bank, page 87) with the first term's flashcards to review the vocabulary.

Presentation

1 Present and practice the new words: *ball, balloon, car, doll, robot* and *teddy bear*.
2 Display real toys if possible. Alternatively use the flashcards. Point to the ball and say *ball*. You could introduce an action, such as pretending to bounce a ball. Students repeat several times chorally and then individually.
3 Repeat the procedure for the other toys.
4 Then point to each item in turn and ask *What is this?* Vary the order you point to the items.
5 You can also practice the new words using the unit poster. Point to items on the poster for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster and ask *What's this?* Help the student to say the word.
6 Review the colors red and yellow using the colors poster. Play *Color spot* (Games Bank, page 86).



1 [CD 1.24] Listen and point

1 Help students to find page 44. Ask students *Who can you see in the picture?* (Adam, Dina and Busy Bee). Point to each character.
2 Then ask *What can you see in the picture?* (*doll, teddy bear, robot, balloon, car, ball*). Point to each item. Ask students to tell you anything else they can see in the picture *What else can you see?* (flower, yellow and red).
3 Play the song. For each verse, students point to the corresponding toy in the picture or in the vocabulary box at the bottom of the page.

Audioscript

Let's play, let's play,
Let's play with my car!

Let's play, let's play,
Let's play with my ball!

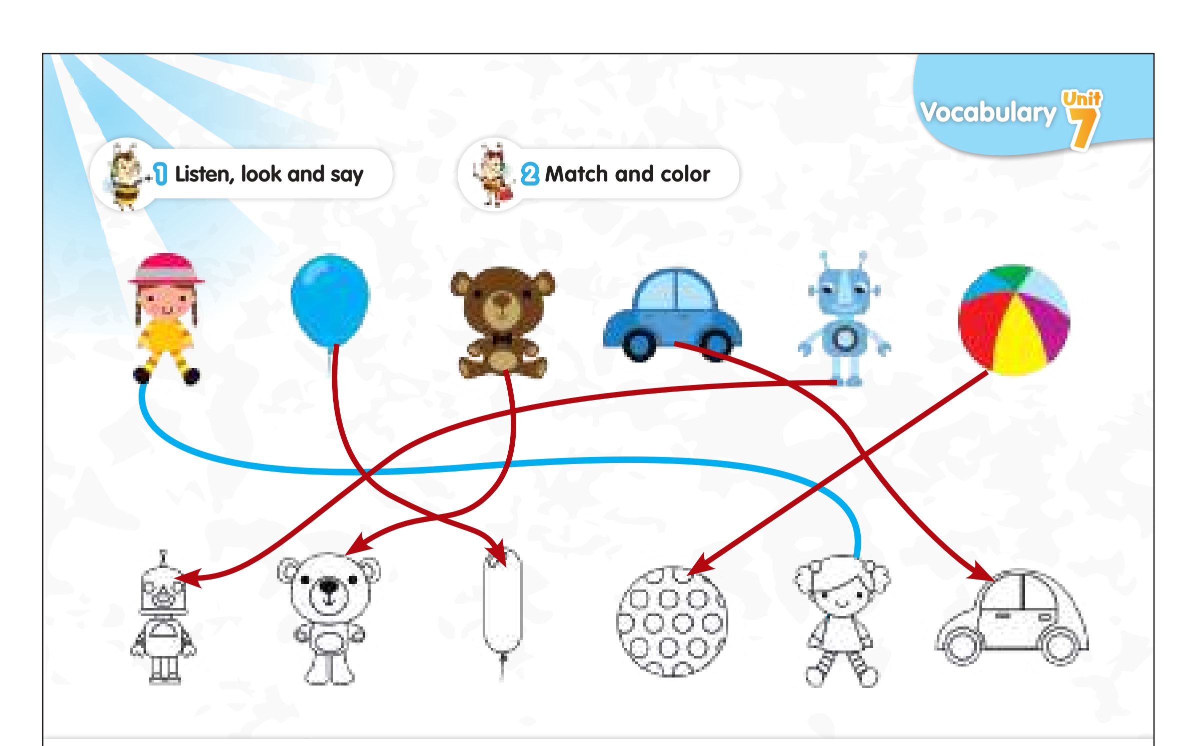
Let's play, let's play,
Let's play with my doll!

Let's play, let's play,
Let's play with my robot!

Let's play, let's play,
Let's play with my teddy bear!

Let's play, let's play,
Let's play with my balloon!







2 [CD 1.25] Sing

1 Play the song again on the next track for the karaoke version. Students gradually sing along with the song as much as they are able.
2 Point to each toy, or display the relevant flashcard, as each verse is sung. Add any suitable actions as you sing each verse (for example, you could mime bouncing a ball for *ball*, walking like a robot for *robot* or pretending to drive a car for *car*).

LESSON 1 page 45

1 [CD 1.26] Listen, look and say

1 Help students to find page 45. Use the top row of pictures to elicit the toy words *What's this?* (*doll, balloon, teddy bear, car, robot, ball*)
2 Then say *Now listen,* point and repeat. Play the CD, pausing after each word for students to repeat as they point to the pictures.
3 Focus the students' attention on the bottom row of toys. Point to each one in turn and elicit the word. Play the CD again. This time, students point to the pictures in the bottom row and say: *doll, balloon, teddy bear, car, robot, ball.* You may have to pause the CD after each word to allow students time to find the correct picture.

Audioscript

doll, balloon, teddy bear, car, robot, ball

2 Match and color

1 Tell students they are going to match the pictures in the top row with the same pictures in the bottom row, *Let's match the toys.*
2 Demonstrate by pointing at the doll in the top row. Say *doll.* Then point to the doll in the bottom row. Repeat *doll.* Demonstrate how to trace the line that matches the two dolls.
3 Students trace over the blue line from the doll in the top row to the doll in the bottom row, first with a finger and then with a pencil.
4 They continue for the other pictures, drawing matching lines from the pictures in the top row to their corresponding pictures in the bottom row.
5 Point to the bottom row. Say *Now color the toys.*
6 Students work carefully to color the pictures as neatly as they can.
7 Circulate, asking students to point to their finished pictures and say the words *doll, balloon, teddy bear, car, robot, ball.* Encourage them to give more detail about the toys if they are able: *It's a (balloon). It's (red).*

Fast finishers

- Students can work in pairs to show their pictures to their partner.
- Students can draw and color a picture of a doll, teddy bear, robot, balloon, car or ball. You can make these into a classroom display and use it to practice the toys vocabulary.

Consolidation game

- Play *Memory* (Games Bank, page 87). You need a doll, a teddy bear, a robot, a balloon, a car and a ball, alternatively use flashcards. Place three of the toys on a table and give the students a short time to look at them (hide the other toys in a box or drawer or behind you). Cover the items with a cloth, and ask the students to remember the items they saw.



LESSON 2 pages 46-47

Objectives: To use the letter sounds /r/ and /a/
To find words with the /r/ and /a/ sounds
To trace and copy the letters *r* and *a*
To review the letter sounds /r/ and /a/

Vocabulary: *ant, apple, red, robot, rabbit, ring*

Materials: Student's Book, pages 46-47
Class CD
Digital Toolkit
Unit 7 poster
Colors poster

Opener

- Ask the class to demonstrate their dialogues from Student's Book, Lesson 1 again. If helpful, play the mini-dialogues recording from Student's Book, page 44 again first.
- Revise the vocabulary for the toys and colors using the Unit 7 flashcards and the colors posters.

Presentation

Letter sound /r/

1 Show the picture on the r/robot phonics card and ask *What's this?* Elicit *robot*. Then say *robot*. Students repeat after you.
2 Show the letter side of the phonics card and say */r/*. Students repeat the sound /r/ with you.
3 Then show the picture on the card again and elicit *robot*.
4 Flip the card from the letter side to the picture side several times so that students are saying */r/ … robot* repeatedly.

1 [CD 1.31] Listen and repeat

1 Help students to find page 46. Point to the picture of the apple on the left-hand side of the page and ask *What's this?* Students say the word *(apple)*.
2 Then point to the letter *a* on the page and say the sound */a/*. Students repeat after you. Practice this several times.
3 Play the CD. Sing the first stanza of the song to the class. Then play the second stanza, encouraging students to listen and repeat the */a/* sound.
4 Repeat for the picture of the ant and the letter /r/.



Audioscript

Everyone listen
Listen to me.
Listen and repeat
Repeat after me.

/a/
/a/, /a/,
/a/, /a/, /a/!
/a/ apple,
Apple!

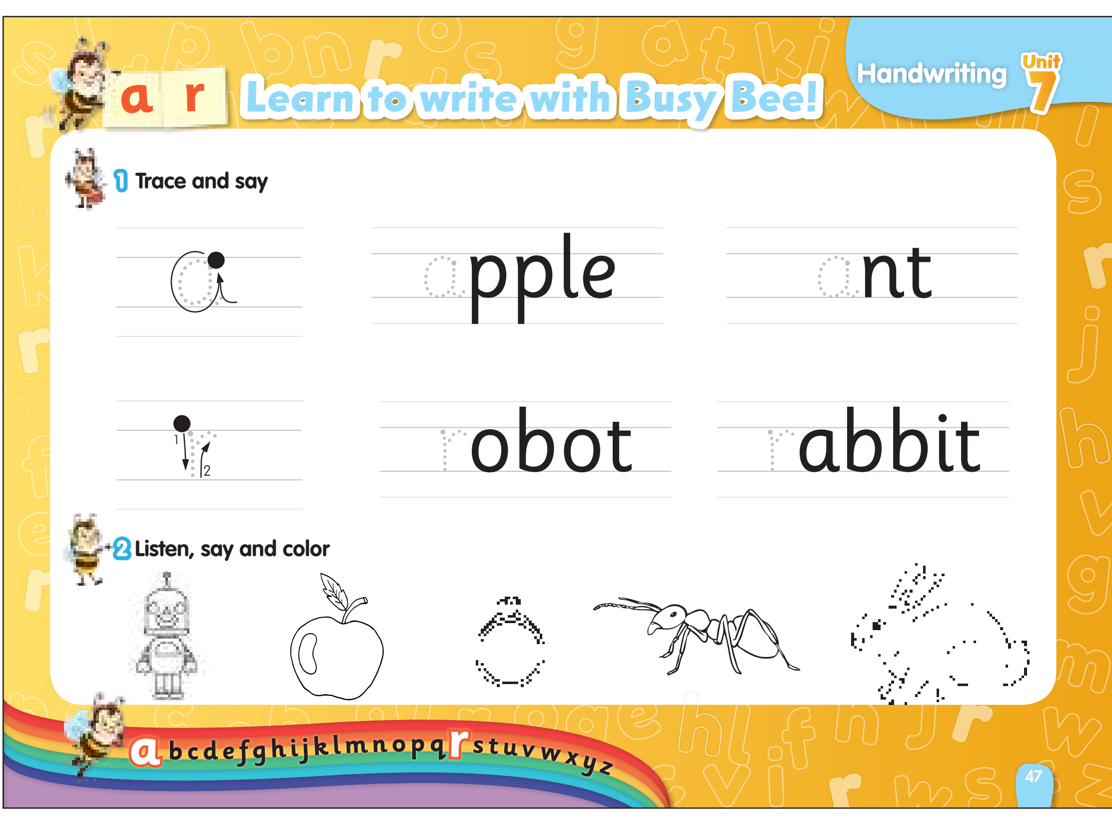
Everyone listen
Listen to me.
Listen and repeat
Repeat after me.

/r/
/r/, /r/,
/r/, /r/, /r/!
/r/ robot,
Robot!

2 Look and circle a and r

1 Look at the pictures with the class and elicit the items *What can you see?(apple, ant)*. Say the words together with the class.
2 Point to the apple. Say the word apple. Say */a/* apple. Point to the *a* and show the students how to draw a circle around it.





3 Point to the ant. Say the word ant. Say /a/ ant. Ask the students to draw a circle around *a*. Ask them to hold up their books to show you their answers.
4 Students look at the alphabet at the bottom of the page and find and point to the letter *a*. Say *Point to* /a/. They point and say /a/.
5 Repeat for *robot, rabbit and ring*. Ask the students to draw a circle around *r*. Ask them to hold up their books to show you their answers.

LESSON 2 page 47

1 Trace and say

1 Model the letter formation for the letter *a*. With your back to the class, write a large letter *a* in the air with a finger while saying the sound /a/, making the starting point and direction of writing clear.
2 Students copy the letter in the air several times, saying the letter sound as they do so.
3 Then demonstrate with one student how to write the letter on another student's back, and ask all students to do this in pairs.
4 Then model correct letter formation on the board.
5 Help students to find page 47. Students trace over the dotted letter *a* in their book with a finger.
6 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly. They should hold the pencil between their thumb and forefinger, with the pencil resting on the third finger. The thumb and forefinger should be able to move slightly. Make sure they don't grip the pencil too tightly.
7 Students then trace the *a* letter at the beginning of each word.
8 Repeat for the letter r.

2 Listen, say and color

1 Point to the pictures and ask *What's this?* elicit *robot*.
2 Repeat for apple.
3 Say *Now Listen*. Play the CD and stop after the first sentence.
4 Ask students *What color is the robot?* elicit *green*.
5 Tell students to color the robot in green.
6 Repeat for the rest of the pictures.

Audioscript

A green robot
A red ring
A yellow rabbit
a red apple
a black ant



Fast finishers

- Students can make an *a* and *r* poster to be displayed on the wall. They write a large *a* and *r* on the page and draw a picture to match the initial letter sound *(apple)*. If they know any other simple words that start with *r*, e.g. *red*, a, e.g. ant, they can draw this too.
- If you have created a phonics board, ask students to draw pictures to add to it for the /a/ and /r/ sounds.

Consolidation game

- Play *Missing sound* (Games Bank, page 87). Put the *h/hello*, *b/book* and *r/robot* phonics cards on the board and use them to elicit /h/, /b/ and /r/. Point to each card in turn and ask students to say the sound. Then ask students to close their eyes. Take one phonics card away, ask *What's missing?*



LESSON 3 pages 48-49

Objectives: To identify the middle letter in a word
To hear different sounds in a word
To trace words, using correct technique

Vocabulary: *five, six, seven, eight, nine, ten*

Materials: Student's Book, pages 48-49
Class CD
Flashcards or toys

Opener

- Welcome the children with a smile and say *Hello!* Encourage the children to say *Hello!* back to you.
- Revise the vocabulary for toys, using the flashcards or real objects.
- Play a game *What's missing* (Games bank, page 88) to practice the vocabulary again and reinforce it.

Presentation

1 Hold up the flashcard of a car. Ask the class *What is it?* Elicit *It's a mom.*
2 Say *mom.*
3 Sound out the different letters *m-o-m*
4 Write *mom* on the board. Sound out the letters again and point to each letter as you say it.
5 Ask *What is the last letter?* Help students to understand that the answer is *m*. Say the word again slowly, sounding out each letter.
6 Ask *What is the middle letter?* Help students to understand that the answer is *o*. Say the word again slowly, sounding out each letter.

1 [CD 1.3] Listen and circle the last letter

1 Ask the class to open their books on page 48.
2 Point to the first picture and ask *What is this?* Elicit *car*. Show them that the *r* in the box is circled. Sound out the word slowly and help students understand that it is circled because this is the last letter in the word.
3 Tell the class that you will play the CD one word at a time. They should listen carefully and circle the last letter in each word.
4 Play the CD. Stop after each word to allow students to complete the task.
5 Play the CD again so that students can check their own answers.
6 Then play one more time and check answers as a class. Sound out the letters in each word and ask students to repeat.



Audioscript

1- car *2- red* *3- bear*

2 [CD 1.4] Listen and underline the middle letter

1 Point to the first picture and ask *What is this?* Elicit *cat*. Show them that the *a* in the box is underlined. Sound out the word slowly and help students understand that it is underlined because this is the middle letter in the word.
2 Tell the class that you will play the CD one word at a time. They should listen carefully and underline the middle letter in each word.
3 Play the CD. Stop after each word to allow students to complete the task.
4 Play the CD again so that students can check their own answers.
5 Then play one more time and check answers as a class. Sound out the letters in each word and ask students to repeat.





LESSON 3 pages 49

Objectives: To count up to ten
To use the numbers five, six, seven, eight, nine, ten
To use plural nouns with *s*

Vocabulary: *five, six, seven, eight, nine, ten*

Materials: Student's Book, page 49
Paper for the *Fast finishers* activity

Opener

- Wave and say *Hello* to the class.
- Encourage the class to wave and say *Hello* to you. Repeat this several times.
- Then wave and say *Hello* to individual students and encourage them to do the same in reply to you.
- Revise the /r/ sound with the class.
- Play the song from Lesson 1, page 44, again with the class, and ask students to sing along with the song as much as they can.
- Revise the vocabulary for toys with the class by referring to either the poster, the flashcards or the real toys.
- Present and practice the new color words red using the flashcards, colors poster and real items in the classroom.

Presentation

1 Present the numbers *five*, *six*, *seven*, *eight*, *nine*, *ten* to the class using real items (toys or classroom objects).
2 Make five groups of items (five items, six items, seven items, eight items, nine items and ten items).
3 Put the groups in different places around the classroom. Say a number. Ask students to point to the correct group. Repeat with all the numbers several times.
4 Hold up one finger and say *five*. Ask the students to repeat. Continue with the other numbers.
5 Repeat the exercise and ask students to whisper the numbers quietly. Then repeat and ask them to shout the numbers.

1 [CD 1.27] Listen and point

1 Help students to find page 49. Point to Exercise 1.
2 Point to the number *five* and say *five*. Encourage the students to repeat.

Audioscript

1- cat *2- cap* *3- sad*

3 [CD 1.3 and 1.4] Listen again and say

1 Hold up a book.
2 Say *Listen again and say*. Play the CD, one word at a time. Students should repeat the words and count the letters on their fingers.

3 Repeat for the other numbers in order.
4 Play the CD. Pause the CD after each number and encourage students to point at the correct picture.
5 Play the CD again and pause after each number for students to repeat. Check their pronunciation.

Audioscript

Narrator: *five, six, seven, eight, nine, ten.*
five, six, seven, eight, nine, ten.

2 [CD 1.27] Listen and match

1 Hold up your book. Point to the row of hands at the bottom of the page.
2 Point to the first hand and say *What is it? (five).*
3 Repeat with the other pictures.
4 Play the CD. Pause after each number. Ask students to draw a line from the correct number at the top to the correct number at the bottom.
5 When they finish a line, ask students to hold up their books to show you their answers.
6 Ask them to say the number. Continue in the same way with all the numbers. Hold up your book. Point to the hands in Exercise 1. Say *These hands have different colors. Why?*
7 Encourage discussion of differences and conclude that we are all different and special.

Audioscript

five, six, seven, eight, nine, ten

LESSON 4 page 50

1 [CD 1.28] Listen and count

1 Point to page 50.
2 Point to the number 6 and say *Six*. Encourage the students to repeat. Continue in the same way with the other numbers.
3 Model the number formation for the number 6. With your back to the class, write a large number 6 in the air with a finger while saying *Six*. Make the starting point and direction of writing clear.
4 Students copy the number in the air several times, saying the number as they do this.
5 Then model the correct number formation on the board. Ask students to trace over the number in their book with their finger.
6 Repeat the procedure for the rest of the numbers 7-10.

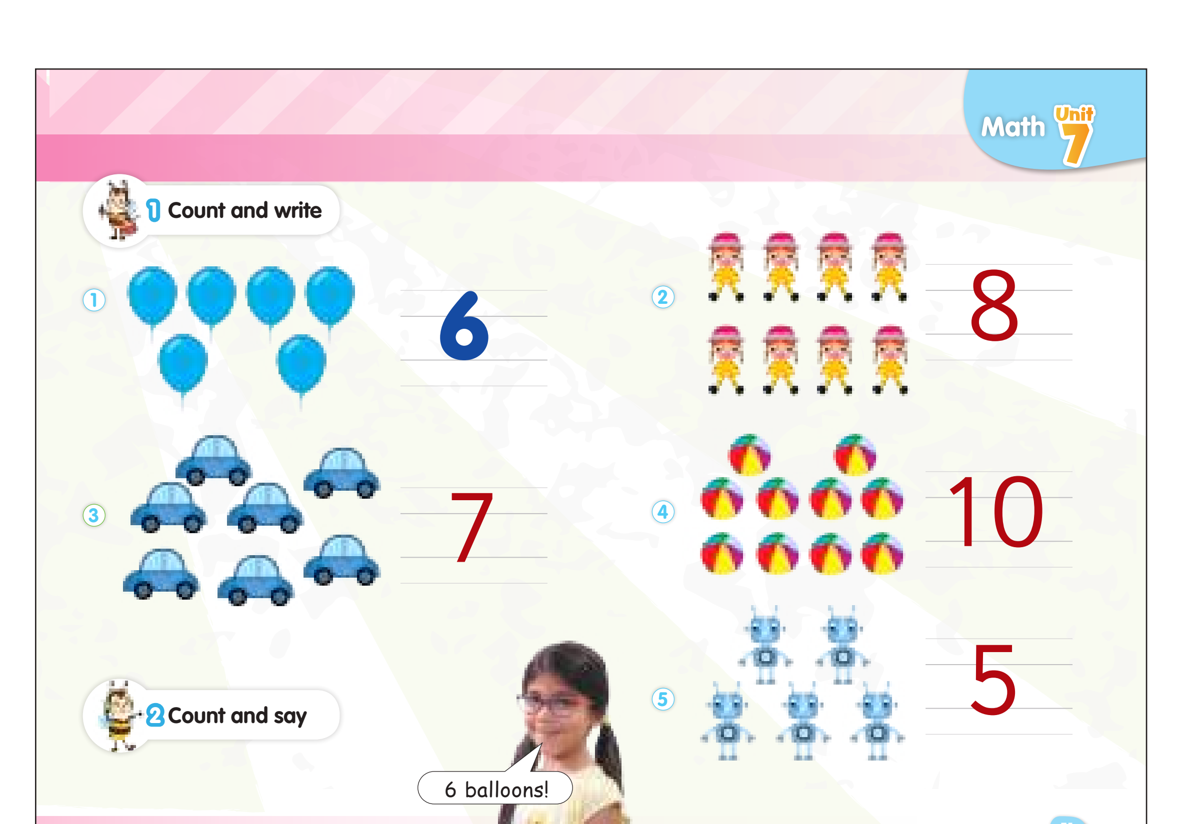


7 Play the CD. Pause after each number. Ask students to point at the correct picture.
8 Point to Picture 1. Say *Six bees*. Ask the students to repeat.
9 Repeat for the rest of the pictures
10 Say *Why do we say 'bees'?*
11 Try to elicit that the *s* is needed when there is more than one item.
12 Ask the class *What did we learn today?* Write the numbers 6-10 on the board and count together as a class.

Audioscript

One, two, three, four, five, six. Six bees!
One, two, three, four, five, six, seven. Seven bees!
One, two, three, four, five, six, seven, eight. Eight bees!
One, two, three, four, five, six, seven, eight, nine. Nine bees!
One, two, three, four, five, six, seven, eight, nine, ten.
Ten bees! Buzzzzzzzz!





2  [CD 1.28] Sing

1 Play the song. For each verse, students count along using their fingers. Encourage them to clap between verses.
2 Play the song again. Students gradually begin to sing along with the song as much as they are able to. Count along on your fingers as you sing.
3 When students are able, play the version of the song without words. Students sing as much as they can, counting on their fingers at the same time.

Audioscript

Let's count. Let's count.
Let's count to six.
One, two, three, four, five, six.

Let's count. Let's count.
Let's count to seven.
One, two, three, four, five, six, seven.

Let's count. Let's count.
Let's count to eight.
One, two, three, four, five, six, seven, eight.

Let's count. Let's count.
Let's count to nine.
One, two, three, four, five, six, seven, eight, nine.

Let's count. Let's count.
Let's count to ten.
One, two, three, four, five, six, seven, eight, nine, ten.

Consolidation game

- Play *Catch and say* (Games Bank, page 86). In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball they say the name of a toy from the unit and their partner repeats.
- Practice the colors red, yellow, blue and green with a game of *Color spot* (Games Bank, page 78).

LESSON 4 — page 51

1 Count and write

1 Revise the numbers 1-10 with the class. Count slowly on your fingers.
2 Play *Show me* (Games Bank page 88) to practice the numbers further.
3 Then ask students to count different items in the classroom. For example, *How many tables are there? How many pens are there?*
4 Praise all correct answers.
5 Help students find page 51. Ask students to name all the items they can see.
6 Practice writing the numbers 1-10 in the air with one finger. Encourage students to copy you.
7 Explain that students should count the items and write the numbers correctly in the spaces.
8 As students work, go around the classroom and help them as necessary.

2 Count and say

1 Point to the balloons in exercise 1. Ask *What are they?* Elicit *balloons*.
2 Say *How many are there? Count and say*. Elicit six.
3 *Say Six balloons*. Encourage students to repeat.
4 Repeat this procedure for all the items.
5 Then ask students to work in pairs. They take turns to point at each set of items and say the



number and the name of the items. Check that they are using the plural forms.
6 As students work, go around the classroom and help them as necessary.
7 Ask a confident pair to show their work to the class.

Practice game

- Play *Guess the picture* (Games Bank page 87) to revise toys.

LESSON 5 page 52

Objectives: To use vocabulary for classroom items
To reinforce the importance of sharing in and out of the classroom
To sing a song about sharing
To sort words into their basic categories in order to demonstrate understanding of a concept (playtime)

Vocabulary: *balls, cars, dolls*

Language: *Let's share! Let's share the (balls).*

Materials: Student's Book, pages 52-53
Digital Toolkit
Flashcards: ball, balloon, car, doll, robot, teddy bear
Optional: toy cars, balls and dolls – one of each per child
Coloring pencils or crayons for each child

Opener

- Play *Guess the picture* (Games Bank, pages 87) with the toy flashcards.

1 Look and say

1 Introduce the concept of sharing with the class. You can mime sharing through pretending to give something to someone.
2 Help students to find page 52. Focus their attention on the photo on the left-hand side of the page. Say *Look, these children are sharing their toys and playing together.* Do students share their toys? Can they think of examples of when they have shared their possessions with others? Is it good to share? Why?
3 Point to the photos at the top of the page (balls, cars and dolls). Point to the photo of the balls and say *balls*. Students repeat after you. Repeat for *cars* and *dolls*.
4 Say *Now find*. Ask students to look and find the toys in the bigger pictures. They can say the words together. Students say the word *balls* and point to the balls in the first photo. They say *cars* and point to the cars in the second photo, and finally say *dolls* and point to the dolls in the right-hand photo.



2 [CD 1.29] Sing and do

1 Play the song on the CD. Students listen and point to each picture as they hear the corresponding word.
2 Give each pair two toy cars, two balls and two dolls if possible. As they listen to the song a second time, encourage students to work with their partner to share out the items between them. Alternatively, choose three pairs to come to the front of the class and perform the activity, one pair per verse.
3 Gradually, students sing along with the song, doing the mime for sharing and pointing to the corresponding toy flashcards as they sing.
4 When students are able, play the version of the song without words. Students sing as much as they can and do any corresponding actions.





LESSON 5 page 53

1 Draw and color

1 Help students to find page 53. Look at the first picture on the page and elicit the word *crayons*. Students point to the picture and say *crayons*.
2 Then point to the picture below the crayons on the page and teach or elicit *boys*. Students point to the photos and say *boys*.
3 Remind students of the importance of sharing. Say *How can the boys share the crayons*? You could demonstrate by choosing two boys from the class and asking them to stand up. Show the class two crayons and ask *How can I share these two crayons between (name) and (name)?* Following students' instructions, hand one crayon to each boy. Say *Yes, well done.* Students draw one crayon in the box under the first boy, and one crayon in the box under the second boy.
4 Then they color their drawings of the crayons.
5 Students repeat the procedure for the balls and the girls.

Audioscript

Let's share!
Let's share the balls.
One for you …
and one for me!

Let's share!
Let's share the dolls.
One for you …
And one for me!

Let's share!
Let's share the cars.
One for you …
And one for me!

Fast finishers



- In pairs, students turn to their partner, smile and say *Let's share*. They share toys and play with them together.

Consolidation game

- Play *Word whispers* (Games Bank, page 88) with the toy flashcards.



LESSON 6 pages 54-55

Objectives: To use language for asking where an item is
To listen to and practice a dialogue in pairs

Vocabulary: *ball, balloon, car, doll, robot, teddy bear; blue, green, red, yellow*

Language: *Where's my (robot)? Here it is. Thank you.*

Materials: Student's Book, pages 54-55
Class CD
Digital Toolkit
Flashcards: ball, balloon, car, doll, robot, teddy bear
Unit 7 poster
Red, yellow, blue and green coloring pencils or crayons for each child
Optional: real toys: doll, teddy bear, robot, balloon, car and ball

Opener

- Use the Unit 7 poster, the flashcards or toys to revise *ball*, *balloon*, *car*, *doll*, *robot* and *teddy bear*.
- Play the song from Lesson 1, with the class. Encourage the children to join in as much as they can and to point to each toy as they hear it mentioned.

1  [CD 1.30] Listen and point

1 Help students to find page 54. Look at the picture with the class.There are some hidden toys in the picture. Ask *What can you see? There are some toys? Can you find them?* Say *Listen and point*.
2 Play the first dialogue on the CD. Ask students to point to the robot, *Point to the robot*. Students point to the robot and say *robot*.
3 Play the rest of the mini-dialogues for students to listen to and point.



Audioscript

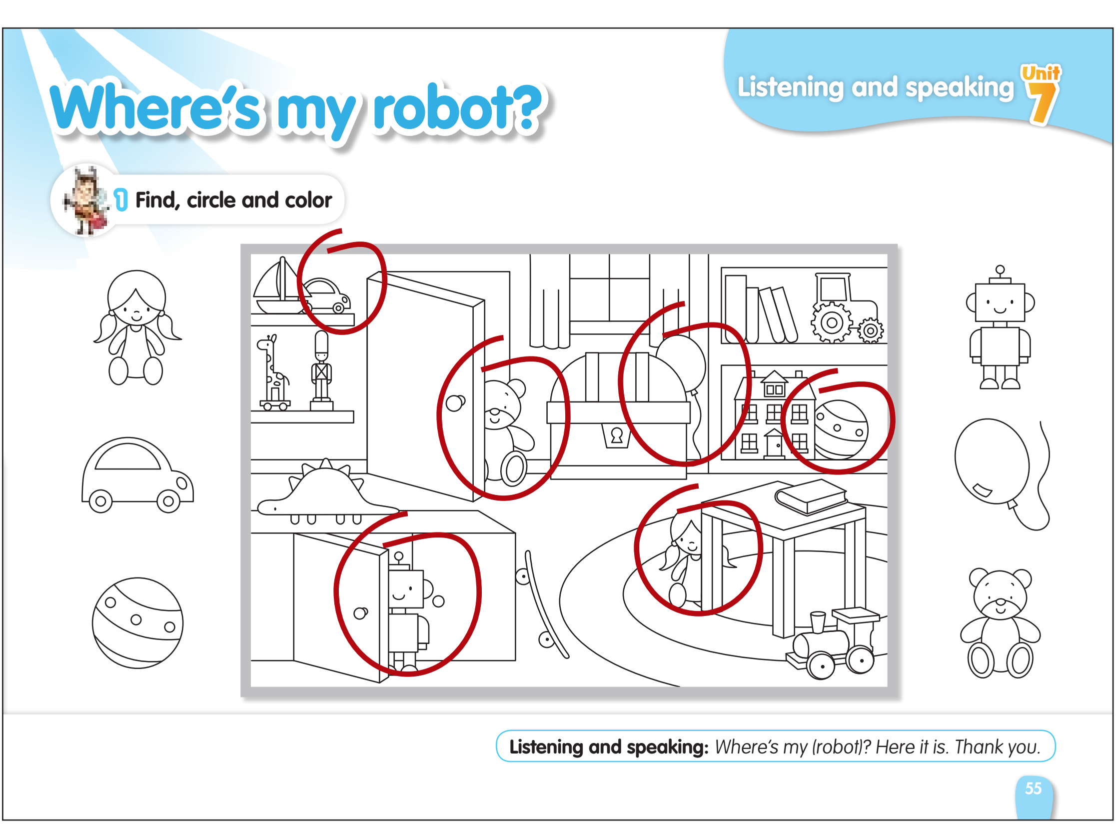
1: **Boy 1:** *Where's my robot?*
Boy 2: *Here it is.*
Boy 1: *Thank you.*

2: **Boy 1:** *Where's my ball?*
Boy 2: *Here it is.*
Boy 1: *Thank you.*

3: **Boy 1:** *Where's my car?*
Boy 2: *Here it is.*
Boy 1: *Thank you.*

4: **Boy 1:** *Where's my doll?*
Boy 2: *Here it is.*
Boy 1: *Thank you.*

5: **Boy 1:** *Where's my teddy bear?*
Boy 2: *Here it is.*
Boy 1: *Thank you.*



2 Look and say

1 Play one of the mini-dialogues again. Ask one of the students to model the dialogue with you. Ask the question *Where's my robot?* and help the student to reply *Here it is*. Say *Thank you*. Then try to help the student to start the dialogue with *Where's my robot?* so that you reply *Here it is,* and encourage him or her to say *Thank you*. If possible use a robot toy to make the dialogue more meaningful.
2 Students work in pairs to produce the mini-dialogues using the pictures on the page or real toys to help them.
3 You could also play the CD and pause before each toy and either point to the toy in the picture, hold up the correct flashcard or show a real toy, and ask students to complete the question.
4 Confident learners can demonstrate their dialogues in front of the class.



LESSON 6 page 55

1 Find, circle and color

1 Help students to find page 55. Use the small pictures around the main picture to elicit the words *doll, car, ball, robot, balloon* and *teddy bear*.
2 Point to the small picture of the doll and say *Where's my doll?* Point to the main picture and repeat the question *Where's my doll?* Allow time for the children to find the doll in the main picture. Encourage them to chorus *Here it is*. Say *Thank you*.
3 Students work with their partner to create mini-dialogues for the other toys. One student says *Where's my (ball)?* and the other student looks for it in the main picture, points and replies *Here it is*. The first student replies *Thank you*.
4 Students then use coloring pencils or crayons to color in the ball, balloon, car, doll, robot and teddy bear in the main picture. Remind them to color carefully.



Fast finishers

- Encourage fast finishers to tell each other the colors they have used: *This is a (doll). It's (red)*.

Consolidation game

- Play *Mime it* (Games Bank, page 87). Mime one of the toy words for the class to guess. The students say the word for your mime. Choose a confident student to do a mime for you to guess. Once students are confident with the game, they can play in pairs.



LESSON 7 pages 56-57

Objectives: To work on a project
To make a picture of a teddy bear using balloon painting
To present your picture to the class
To revise the unit's content
To differentiate between similarities and differences.

Vocabulary: *balloon, teddy bear, blue, green, red, yellow*

Language: *Hello, I'm (Ted). I'm a teddy bear.*

Materials: Student's Book, pages 56-57
Digital Toolkit
Flashcards: blue, green, red, yellow
For each pair of students: four balloons, a piece of paper, tubes of paint (red, yellow, blue and green), an egg box, four paper plates
Art aprons
Blue, red, yellow and green coloring pencils or crayons for each child
A completed teddy bear picture to show the class if possible
Balloons and felt tip pens for the *Fast finishers* activity
Optional: a soft ball for the consolidation game

Opener

- Count items up to three with the class. Play *Show me* (Games Bank, page 88).

1 Make a teddy bear

1 If you have made a teddy bear, show it to the class. Say *This is a teddy bear*. Make sure each child has seen it properly by taking it around the class.
2 Help students to find page 56. Look at the pictures together with the class. Say *Look, the children are making a teddy bear painting*. Here are the materials. They put the paint on the plates. They make the shapes with the balloons.
3 Explain to the class that they are going to make their own teddy bear paintings, following the instructions in the pictures *Now you try*.
4 Demonstrate the procedure: First, they squeeze the paint onto the paper plates. Then they blow up the balloons (you can help here if necessary) and tie them at the top. Then they dip a balloon into the paint and then dip it onto the paper creating a circle shape (which will form part of the teddy bear's body). They can choose different colors to make the teddy bear's body, head, ears, arms and legs.

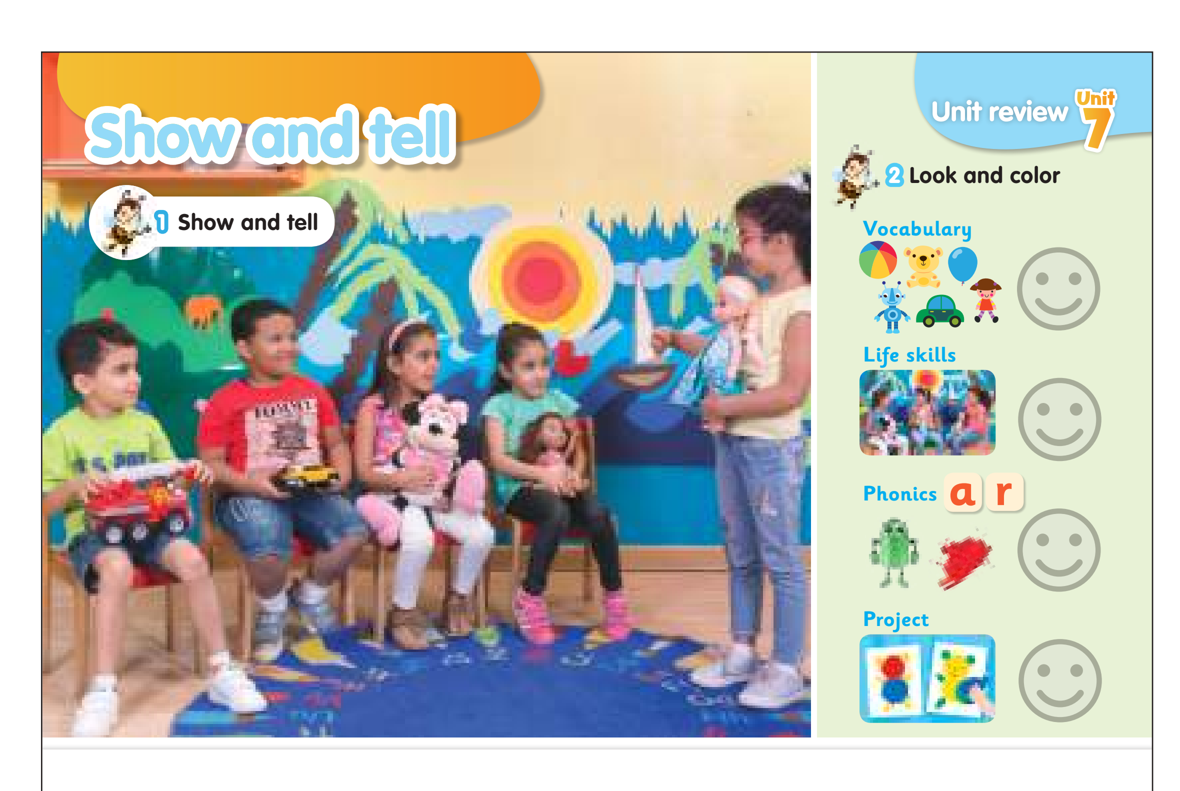


5 Make sure each child or table has the correct materials. Monitor students' work. Ensure that they clean and tidy up when they finish. You could play the *Let's tidy up!* song from Unit 3, first term, as they do this.

2 Look and say

1 Display students' pictures in the classroom. Help students to show their teddy bears to the class. Encourage students to name their bears, then they can introduce them, pretending they are the bears, by saying *Hello, I'm (Ted). I'm a teddy bear*.
2 Praise their work *Well done, everyone! Fantastic teddy bears*.







LESSON 7 page 57

1 Show and tell

1 Make sure students have their toys with them. Place these on your table.
2 Students who forgot to bring a toy or who don't have a toy can use the teddy bear they made earlier.
3 Help students to find page 57. Look at the page with the class and explain that the girl in the photograph is talking about her doll.
4 Say *Let's talk about our toys*.
5 Choose a toy and invite the student who brought it in to come to the front. Ask *Who is this, (name)?*
6 Encourage students to use words and phrases that they have learned, such as *It's a doll* or *I'm (Mariam)*, as if the toy was speaking. They could also hide the toy in the classroom and ask the class *Where's my (doll)?* and the class answers *Here it is*.
7 Students could also do this activity in pairs.
8 Help students with any toy vocabulary that they have not learned yet.

2 Look and color

1 This is a self-assessment activity. Students look at the categories: *Vocabulary* (for the new words in the unit), *Life skills* (if they understand about sharing), *Phonics* (if they know the letter sounds */r/ and /a/*) and *Project* (for their balloon picture of a teddy bear).
2 For each category, students color the smiley face next to the pictures if they feel they have understood the section.
3 *Vocabulary*: Use the unit flashcards. Point to each and elicit the word. Students color the smily face.
4 *Life skills*: Show Student's Book, page 52. Say *Let's share*. Ask students to repeat and to color the smiley face if they think they know about sharing.
5 *Phonics*: Show the /r/ *and* /a/ … *robot* flashcard and the /a/ ... apple flashcard. Practice saying the letters and the words several times. Show the */r/* side to several individual students to say the sound. If the group is small enough, give each child the chance to say the letter. Ask students to color the smiley face if they feel they know the letter sounds */r/* and */a/*.
6 *Project*: Give each child time to look at their teddy bears again. Based on how well they think they did the task, or how easy or difficult it was for them, they color in their books.

Fast finishers

- Students can draw a teddy bear face on a balloon.

Consolidation game

- Play *Color show* (Games Bank, page 86). Roll a soft ball or throw a beanbag to a student and say *Show me (yellow / red / blue / green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.
- They then roll the ball or throw the beanbag to another student and you say *Show me (yellow / red / blue / green) again*.



PLAY TIME page 58

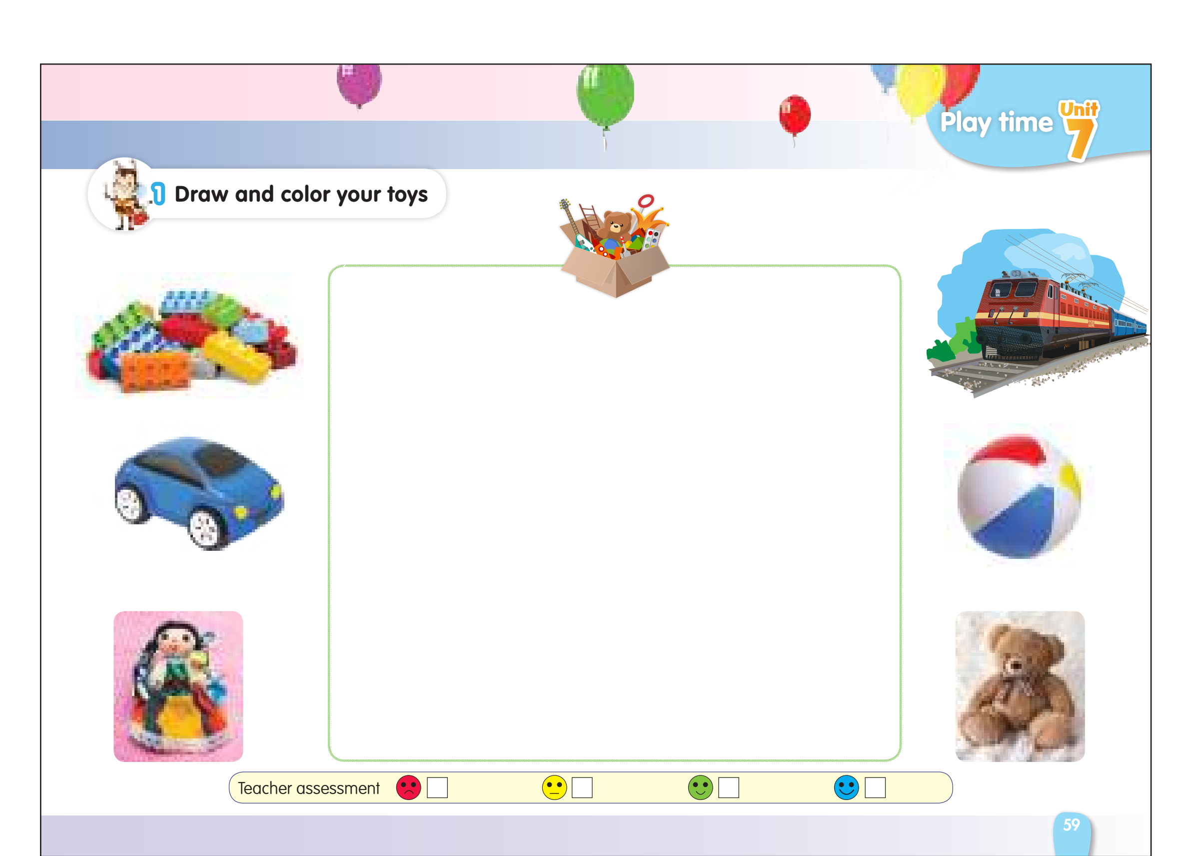


- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.



1 Circle the odd one out

1 Help students find page 58 in their books.
2 Ask students to look at the first row. Name the first item.
Say *Mommy*. Ask students to name the three remaining items: *Daddy*, *Busy Bee*, *sister*.
3 Ask *Which is the odd one out?*
4 Students reply *Busy Bee!*
5 Say *Well done!* and ask them to circle Busy Bee.
6 Repeat with the items in rows 2, 3, and 4.





PLAY TIME page 59



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Draw and color your toys

1 Help students find page 59 in their Student's Books. Ask them to point and name the first item.
2 Point to the blocks and say *What are these*?
3 Students reply *Blocks*!
4 Say *Well done*!
5 Ask them to point and name the remaining items.
6 Now ask if any students have these items at home.
7 Ask them to draw any of the toys on the page that they have at home in the box.
8 Tell them to draw any other toys they may have, e.g. *play dough*, *trucks*, *fire engines*, etc.



LESSON 1 pages 60-61

Objectives: To identify vocabulary for clothes in a picture
To listen to and sing along with a song

Vocabulary: *cap, jacket, sweater, shorts, skirt, t-shirt*

Language: *Put on your (jacket).*

Materials: Student's Book, pages 60-61
Class CD
Digital Toolkit
Flashcards: cap, jacket, sweater, shorts, skirt, t-shirt; blue, green, red, yellow; camel, elephant, giraffe, lion, monkey, snake
Colors poster
Unit 8 poster
Optional: toy animals: camel, elephant, giraffe, lion, monkey, snake for the *Opener* game
Optional: a cap, a t-shirt, shorts, skirt, a jacket and a sweater for the presentation

Opener

- Play *Memory* (Games Bank, page 87) to review the animal vocabulary from Unit 7, using the flashcards or toy animals.
- Use the flashcards or the color poster to revise the colors: *blue, green, red* and *yellow.*

Presentation

1 Present and practice the new words: *cap, jacket, sweater, shorts, skirt* and *t-shirt*.
2 Present the new vocabulary using the clothes students are wearing or those that you have brought in. Point to a *cap* and say *cap*. Say *Point and say.* Students repeat several times chorally and then individually.
3 Repeat the procedure for *jacket, sweater, shorts, skirt* and *t-shirt*.
4 Then point to each item in turn and ask *What is this?* Students say the words. Vary the order you point to the items.
5 You can also practice the new words using the unit poster or the flashcards. Point to items on the poster or flashcards for students to repeat chorally and individually. Ask individual students to come to the front of the class. Point to an item on the poster or flashcards, and ask *What is that?* Encourage the student to say the word.
6 Students can also point to their own clothing if they are wearing the vocabulary item.

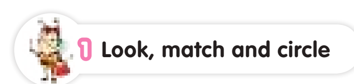


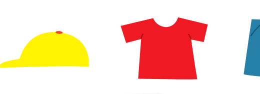
1 [CD 2.28] Listen and point

1 Help students to find page 60. Ask *Who can you see in the picture?* (Adam and Dina) Point to a character and ask *Who is this?*
2 Then ask students *What can you see in the picture?* Point to an item of clothing and ask *What is that?* (cap, jacket, sweater, shorts, skirt and t-shirt). Ask them to tell you anything else they can see in the picture: *What else can you see?* (flower, yellow, red, blue, green, brother, sister).

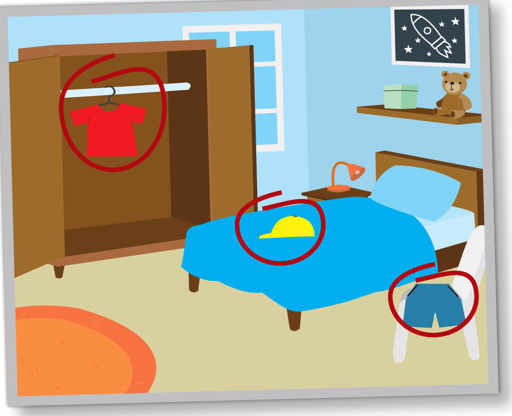
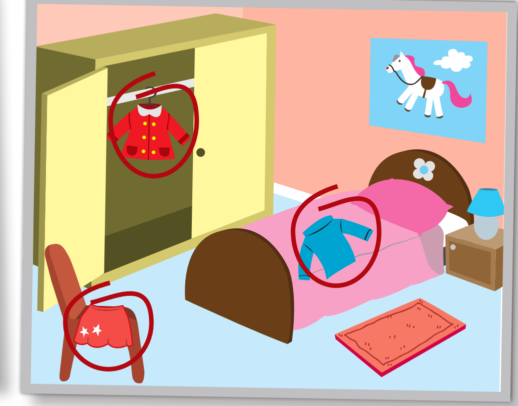










Vocabulary: *cap, jacket, shorts, skirt, sweater, t-shirt*



Audioscript

Hurry up, hurry up
It's time to go!
Put on your jacket.
Put on your sweater.
Put on your skirt.
It's time to go!

Hurry up, hurry up
It's time to go!
Put on your t-shirt.
Put on your shorts.
Put on your cap.
It's time to go!

Jacket? Yes!
Sweater? Yes!
Skirt? Yes!
T-shirt? Yes!
Shorts? Yes!
Cap? Yes!
Let's go!

2 [CD 2.29] Sing

1 Play the song again on the next track for the karaoke version. Say *Listen and sing.* Students gradually sing along with the song as much as they are able. Point to each clothing item as it is mentioned. Add any suitable actions as you sing.
2 When students are able, play the version of the song without words. Students sing as much as they can and do any corresponding actions.

LESSON 1 page 61

1 Look, match and circle

1 Help students to find page 61. Use the pictures at the top of the page to elicit the clothes words. Ask *What's this?* (cap, t-shirt, shorts, skirt, jacket, sweater).
2 Then say *Now point and say.* Focus attention on the picture of the bedroom on the left-hand side of the page, and say *Find the cap.* Students find and point to the picture of the cap and say *cap*. They circle the cap.
3 Repeat the procedure for the other items of clothing. Students circle the *cap*, *t-shirt* and *shorts* in the first picture, and the *skirt*, *jacket* and *sweater* in the second picture.
4 Call out a clothing word, e.g. t-shirt. Students point to their circled item in the pictures. Repeat for all the clothes.

Fast finishers

- Students draw and color a simple picture of a clothes item for a class display that can be used to practice vocabulary.

Consolidation game

- Play *Dina says* (Games Bank, page 86) with *cap, jacket, sweater, shorts, skirt* and *t-shirt*. Say *Dina says, 'Put on your (jacket).'* Students do the mime.



LESSON 2 pages 62-63

Objectives: To use the letter sounds /k/ and /ʤ/
To find words with the /k/ and /ʤ/ sounds
To trace and copy the letters *c* and *j*

Vocabulary: *cap, car, cat, jacket, jump*

Materials: Student's Book, pages 62-63
Class CD
Digital Toolkit
Unit 8 cut-outs
Flashcards: h/hello, b/book, r/robot, d/daddy, m/mouth, t/teddy bear, s/strawberry, f/four, e/elephant, o/on, c/cap, j/jacket

Opener

- Revise the clothes with the class using the flashcards, the clothes you have brought in or students' own clothes.
- Play the song from Lesson 1, Student's Book, page 60 again with the class and ask students to sing along with the song as much as they can.

Presentation

Letter sounds /k/ and /ʤ/

1 Show the picture on the *c/cap* flashcard and ask *What's this?* Elicit *cap*. Then say *cap*. Students repeat.
2 Show the letter side of the flashcard and say */k/*. Students repeat the sound /k/ with you.
3 Then show the picture on the card again and elicit *cap*. Flip the card from the letter side to the picture side several times so that the students are saying */k/ … cap* repeatedly.
4 Repeat the procedure for the letter sound */ʤ/* and the *jacket* phonics flashcard.

1 [CD 2.34] Listen and repeat

1 Help students to find page 62. Point to the picture of the *cap* on the left-hand side of the page and ask *What's this?* (cap).
2 Then point to the letter *c* on the page and say the sound /k/. Students repeat after you. Practice this several times.

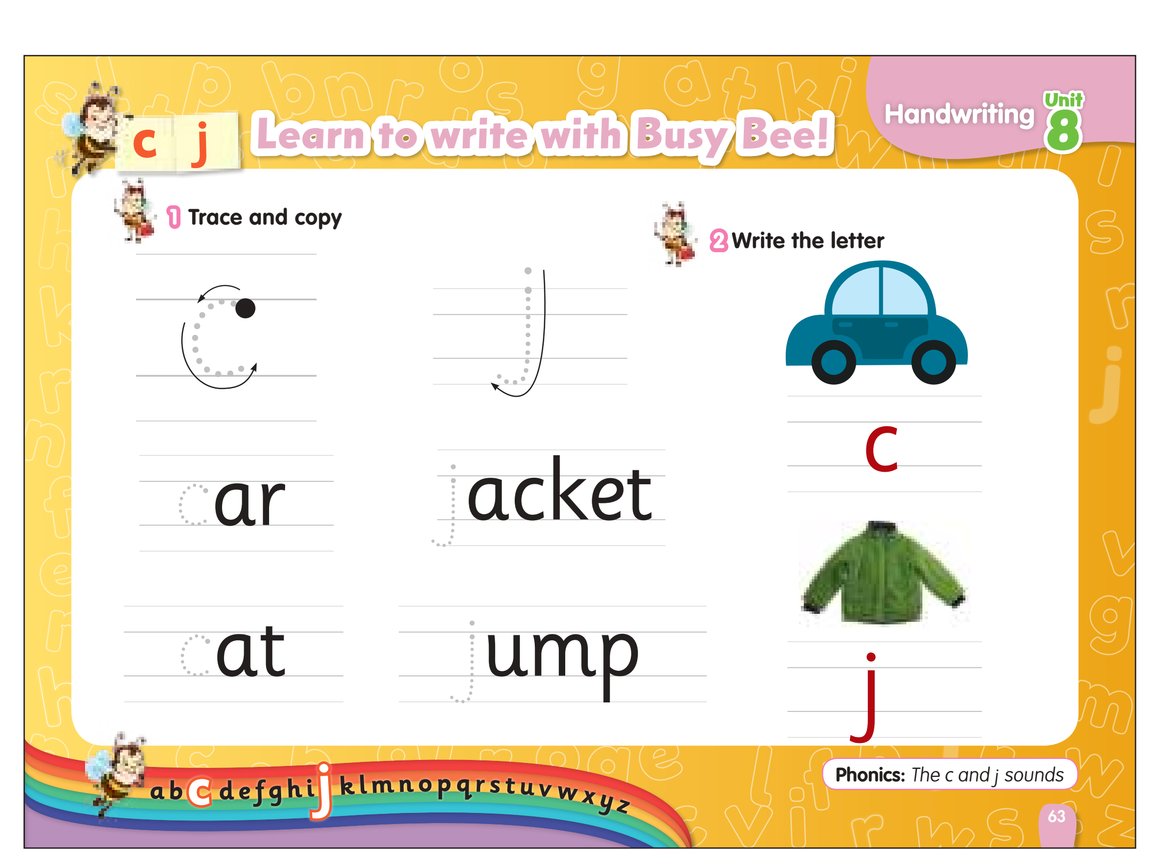


3 Play the CD. Sing the first part of the first verse of the song to the class. Then play the second part of the first verse, encouraging students to listen and repeat the /k/ sound.
4 Repeat with the second verse for the /ʤ/ sound and *jacket*.
5 When students are able, play the version of the song without words. Display the *c/cap* and the *j/jacket* flashcards. Students sing as much as they can.

Audioscript

Everyone listen
Listen to me
Listen and repeat
Repeat after me
/k/
/k/, /k/
/k/, /k/, /k/
/k/ cap
Cap!

Everyone listen
Listen to me
Listen and repeat
Repeat after me
/ʤ/,
/ʤ/, /ʤ/
/ʤ/, /ʤ/, /ʤ/
/ʤ/, jacket
Jacket!



2 Look. Find c and j

1 Look at the pictures with the class and elicit the items *What's this?* (cap, cat, car, jump, jacket.) Say the words together with the class.
2 Can students find the picture which has the initial /k/ sound? Point to the *jump*. Say the word *jump*. Say the sound /k/. Shake your head and say *No, no /k/*. Repeat for the other items, leaving the *car*, and *cat* until last. Repeat for the *car*. Say *Yes, /k/*.
3 Students look at the alphabet at the bottom of the page and find and point to the letter *c*. Say *Point to /k/*. They point and say /k/.
4 Repeat for the letter sound /ʤ/ and *jump*.



LESSON 2 page 63

1 Trace and copy

1 Model the letter formation for the letter *c*. With your back to the class, write a large letter *c* in the air with a finger while saying the sound /k/, making the starting point and direction of writing clear.
2 Students copy the letter in the air several times, saying the letter sound as they do so.
3 Demonstrate with one student how to write the letter on another's back, and ask all students to do this in pairs.
4 Model correct letter formation on the board.
5 Help students to find page 63. Students trace over the dotted letter *c* in the top row with a finger.
6 Make sure students are sitting in a comfortable position for writing and are holding their pencils correctly.
7 Students then trace the letter *c* with a pencil.
8 Students trace over the dotted letters *j* in their book with a finger, saying the letter sounds as they trace. Students then trace the *c* in *cat* with a pencil. Repeat the procedure for *j*.

2 Write the letter

1 Focus attention on the picture of the car and elicit what it is: *What's this?* (car). Students repeat chorally and individually.
2 Repeat for the picture of the *jump*, and the letter *j*.
3 Ask students to write c and j on the dotted lines. go around checking their answers.



Fast finishers

- In small groups, students play *Pass the letter* (Games Bank, page 87) with the letters *c* and *j*.
- Students can make a *c* or a *j* poster to be displayed on the wall. They write a large *c* or *j* on the page and draw a picture to match the initial letter sound (car, camel, jump, jacket).
- If you have created a phonics board, ask students to draw pictures to add to it for the new sounds.

Consolidation game

- Play *Circle it* (Games Bank, page 86). Draw the letters *c*, *j*, *f*, *e* and *o* on the board, say the /ʤ/ sound and ask a student to circle the letter *j*. Repeat for other letters to revise all the letter sounds taught in Units 1–8 (/m/, /b/, /d/, /r/, /s/, /f/, /k/ and /ʤ/).

Unit 8

LESSON 2 page 64

Objectives: To identify the last letter in a word
To hear different sounds in a word
To trace words, using correct technique
To write simple words
To form sentences of three words
To write his/her name
To learn how to read sentences

Materials: Student's Book pages 64 and 65
Class CD
Flashcards or real clothes

Opener

- Welcome the children with a smile and say *Hello!* Encourage the children to say: *Hello!* back to you.
- Revise the vocabulary for clothes, using the flashcards or real objects.
- Play a game *Point to it* (Games bank, page 87) to practice the vocabulary again and reinforce it.

Presentation

1 Draw a simple picture of a skirt on the board. Ask the class *What is it?* Elicit *It's a skirt*.
2 Say *skirt*.
3 Sound out the different sounds *sk-ir-t*.
4 Write *skirt* on the board. Sound out the word again and point to each sound as you say it.
5 Ask *What is the last letter?* Help students to understand that the answer is *t*. Say the word again slowly.

1 [CD 1.3] Listen and circle the last letter

1 Ask the class to open their books on page 64.
2 Point to the first picture and ask *What is this?* Elicit *hand*. Show them that the *d* in the box is circled. Say the word slowly and help students understand that this is the last letter in the word.
3 Tell the class that you will play the CD one word at a time. They should listen carefully and circle the last letter in each word.
4 Play the CD. Stop after each word to allow students to complete the task.



5 Play the CD again so that students can check their own answers.
6 Then play one more time and check answers as a class. Sound out each word and ask students to repeat.

Audioscript

1 hand
2 shorts
3 arm

2 Trace

1 Hold up a book.
2 Point to the first picture and ask *What is this?* Elicit *cap*.
3 Say *c-a-p* and encourage students to repeat.
4 Practice writing *cap* in the air with one finger. Encourage students to copy you.
5 Point to the second picture and ask *What is this?* Elicit *cat*.
6 Say *c-a-t* and encourage students to repeat.





7 Practice writing *cat* in the air with one finger. Encourage students to copy you.
8 Ask students to trace the words carefully. While they work, go around the room and help as necessary.
9 Ask students to identify what it the same *(c-a)* and what it different *(p/t)* about the words.

3 Write your name

1 Ask *What's your name?* Elicit answers from several children.
2 Ask students to write their name carefully on the lines. Help them as necessary.

LESSON 3 page 65

1 Read and follow

1 Ask students to look at the first picture. Ask *What is it?* Elicit *cat*
2 Hold up your book and point to each word as you read the sentence slowly. Ask the students to copy you.
3 Ask: *Is the cat happy?* Elicit that it is sad.
4 Continue asking questions to prompt understanding, and then reading in the same way for all the other sentences.
5 Put students into pairs and ask them to read the sentences to their partner, pointing to each word as they read.
6 Go around the room and help as necessary.

Fast finishers

- Ask fast finishers to play *Trace the letter* (Games Bank, page 88) in pairs. If letters are easy, they can write full words too .

Practice game

- Play *Word whispers* (Games Bank page 88) to revise clothes.



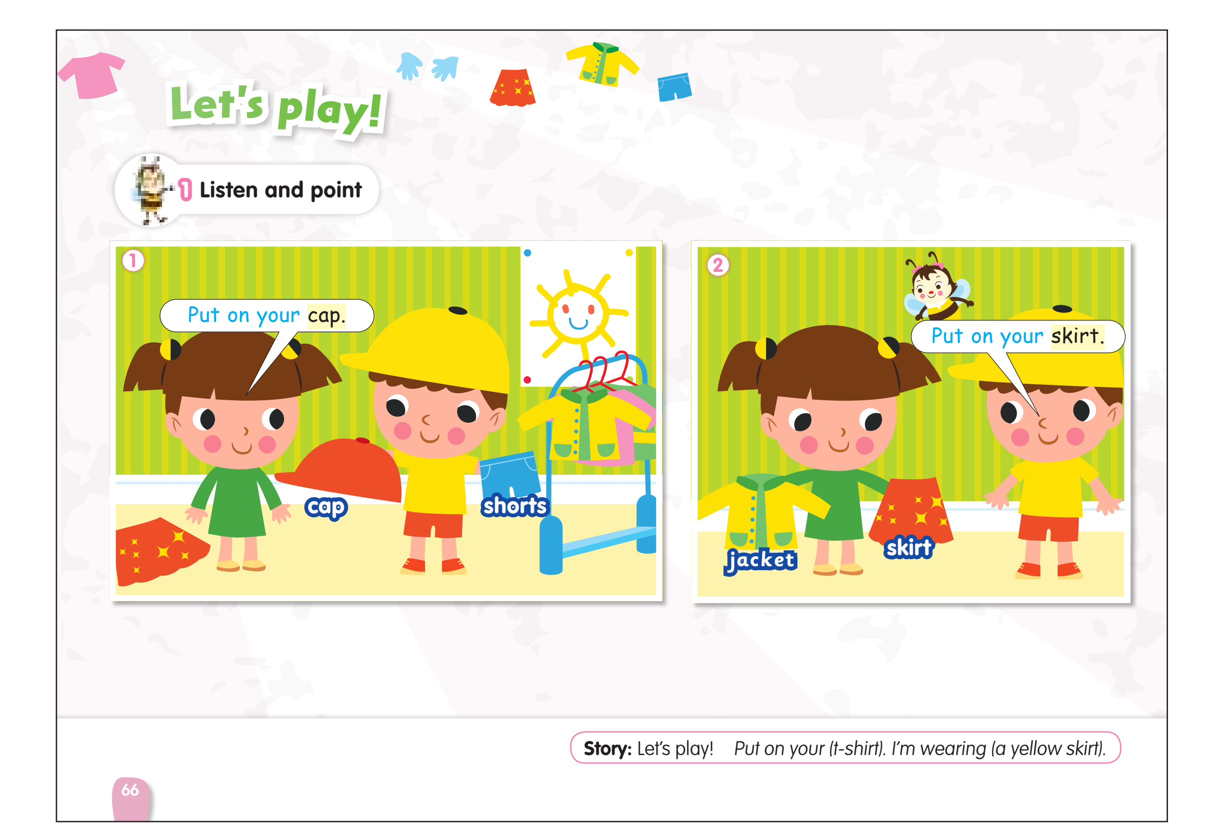
LESSON 3 pages 66-67

Objectives: To identify vocabulary for clothes and colors in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To learn a new life skill (getting dressed independently)
To identify a problem and solve it

Vocabulary: *cap, jacket, sweater, shorts, skirt, t-shirt*

Language: *Look! Put on your (t-shirt). I'm wearing a (red and yellow skirt) and a (yellow and green jacket)!*

Materials: Student's Book, pages 66-67
Class CD
Digital Toolkit
Flashcards: cap, jacket, sweater, shorts, skirt, t-shirt
Unit 8 cut-outs
Coloring pencils or crayons for each student
Optional: a cap, a t-shirt, shorts, skirt, a jacket and a sweater for the *Opener* activity
Optional: some items of clothing with buttons for the *Look and learn* activity



Opener

- Revise the /k/ sound with the class using the *c/cap* flashcard. Help them to find the letter *c* and the picture of a *cap* on Student's Book, page 92. Revise the /ʤ/ sound in the same way.
- You can revise the /h/, /b/, /r/, /d/, /m/, /t/, /s/, /f/, /ɛ/ and /ɒ/ sounds from Units 1–7 too, using the *h/hello, b/book, r/robot, d/daddy, m/mouth, t/teddy bear, s/strawberry, f/four, e/elephant* and *o/on* flashcards.





LESSON 3 pages 68-67

1  [CD 2.30] Listen and point

1 Help students to find page 66. Look at the story frames with the class. Ask them who they can see in the pictures by pointing to the characters and asking *Who is this?* (Adam, Dina and Busy Bee) Make sure students can remember the names of the characters.

2 Ask *What clothes can you see?* Elicit the clothes items: *cap, jacket, sweater, shorts, skirt, T-shirt.*

3 Say *Listen and point.* Play the CD from frames 1-4. Students listen and point to each frame.

Audioscript

1 **Dina:** *Look, Adam! Put on your shorts. Put on your cap.*

2 **Adam:** *Look, Dina! Put on your skirt. Put on your jacket.*

3 **Dina:** *Look, Busy Bee! Put on your skirt. Put on your sweater.*

4 **Adam:** *I'm wearing blue shorts and a red cap.*
Busy Bee: *I'm wearing a yellow skirt and a green sweater.*



LESSON 3 pages 68-69

1 [CD 2.30] Listen and point

1. Ask students to predict what happens in the story: *What happens in the story?* Ask students for their guesses. You might want to focus students on frame 5 and ask *What is Dina wearing? What's wrong?* (Dina has done the buttons up on her jacket incorrectly.)
2. Play frame 5, pause the CD. Look at the picture of Dina. Her buttons are done up incorrectly. Ask students to think about what will happen next: *What will Dina do? What will Busy Bee do?* What do students think?

Audioscript

5 Dina: *I'm wearing a red and yellow skirt and a yellow and green jacket.*
Busy Bee: *Oh dear, Dina! Can I help you?*

6 Dina: *Thank you, Busy Bee!*







LESSON 3 pages 68-69

1 Say *Listen and point.* Play the story again. Students listen, point to each frame and join in with any words they can.
2 You could also play the CD and pause before each clothing item, point to it in the book and ask students to complete the sentences.
3 Continue playing the story. Were students' predictions correct? (Busy Bee helps Dina do her buttons up correctly, which makes Dina happy.)

I can do it!

- Look at the photograph with the class. Ask *What can you see?* (The girl is carefully doing up her buttons.) Can students do up their buttons like this? If you have some items of clothing with buttons, let students practice doing them up.



LESSON 3 pages 70-71

Objectives: To identify vocabulary for clothes and colors in a picture story
To listen to and follow a picture story
To think about what happens next in a story
To listen to and arrange a picture story
To use drawings to narrate very short events

Vocabulary: *cap, jacket, sweater, shorts, skirt, t-shirt*

Language: *Look! Put on your (T-shirt). I'm wearing a (red and yellow skirt) and a (yellow and green jacket)!*

Materials: Student's Book, pages 70-71
Class CD
Digital Toolkit
Flashcards: cap, jacket, sweater, shorts, skirt, t-shirt



1 Listen, cut and stick

1 Help students to find the Unit 8 cut-outs at the back of their books. Students name each piece of clothes in the pictures.
2 Help students to find page 70. Say *Listen and choose*. Play the CD. Students listen and point to the correct cut-out picture as they hear it mentioned. Students then cut this picture out.
3 Say *Listen and stick*. Play the CD again. Students listen and stick their cut-outs in the correct order.
4 For further practice, students can point at the pictures and say the piece of cloth name: *Put on your cap.*





LESSON 3 page 71

1  [CD 2.31] Listen and color

1 Help students to find page 71. Look at the picture with the class. Ask them to tell you who they can see in the picture. Point to each character and ask *Who is this?* (Adam, Dina, Busy Bee).

2 Ask them to tell you what clothes they can see in the picture. Point to the clothes the characters are wearing and ask *What is this?* (Adam is wearing shorts, a t-shirt and a cap; Dina is wearing a skirt and a jacket; Busy Bee is wearing a skirt and a sweater). Students say the clothes words.

3 Say *Listen and point*. Play the CD. Students listen and point to each clothing item as they hear it mentioned. Then say *Now listen again and color.* Play the CD again, this time pausing after each clothing item so that students can choose the correct color and color the item in their books.

4 Students could show their finished pictures to a partner and say *I'm wearing (blue shorts). I'm wearing (a red cap).*

Audioscript

Adam: *I'm wearing blue shorts. I'm wearing a yellow t-shirt. I'm wearing a red cap.*

Dina: *I'm wearing a red and yellow skirt. I'm wearing a yellow and blue jacket.*

Fast finishers



- Students practice clothes vocabulary with a partner using the pages in the book. They ask and answer: *What's this? It's a (cap).*

Consolidation game

- Play *What's this?* (Games Bank, page 88) with the clothes vocabulary.



LESSON 4 pages 72-73

Objectives: To use vocabulary for clothes
To reinforce the importance of independence
To sing a song about getting dressed

Vocabulary: *cap, jacket, sweater, T-shirt*

Language: *Let's get dressed. Put on your (cap).*

Materials: Student's Book, pages 72-73
Class CD
Digital Toolkit
Flashcards: cap, jacket, sweater, shorts, skirt, t-shirt

Opener

- Play *Guess the picture* (Games Bank, page 87) with the clothes items by drawing them on the board. After a few rounds, you could invite a child who has guessed correctly to come to the front and draw the next item.
- Play the story from Lesson 3 again with the class. Encourage students to join in as much as they can.
- For further practice, students could also act out the story in small groups and perform it in front of the class.

1 Look and say

1 Introduce the concept of getting dressed with the class. Ask students if they get dressed independently at home? Is it important to get dressed independently? Why?
2 Help students to find page 72. Point to the photos at the top of the page (cap, jacket and sweater). Point to the photo of the *cap* and say *cap*. Students repeat after you. Repeat for the *jacket* and *sweater*.
3 Say *Now find*. Ask students to look and find the clothes from the smaller photographs in the bigger photographs below. They can point to the clothes and say the words together.

2 [CD 2.32] Sing and do

1 Say *Listen and point*. Play the song on the CD. Students listen and point to each picture as each clothing item is mentioned.
2 Play the song again. Students mime getting dressed in the clothes as in each photograph as they hear each verse.



3 Play the song a third time. Say *Listen and sing*. Gradually, students then sing along with the song. They do the actions as they sing.
4 When students are able, play the version of the song without words. Students sing as much as they can and do any corresponding actions.

Audioscript

Let's get dressed!
Let's get dressed!
Put on your cap.
Hooray!

Let's get dressed!
Let's get dressed!
Put on your jacket.
Hooray!

Let's get dressed!
Let's get dressed!
Put on your sweater.
Hooray!





LESSON 4 page 73

1 Match, trace and say

1 Help students to find page 73. Point to the pictures at the bottom of the page. Ask *What is this?* for each item and elicit *jacket, t-shirt* and *cap.*
2 Point to the first picture on the page and explain that the boy is putting on an item of clothing. Ask *What is that?* (a cap)
3 Say *Now match*. Ask *What is it?* and students say *It's a cap*.
4 Repeat the procedure for the pictures of the girl putting on a jacket and the boy putting on a t-shirt, with students drawing the matching lines with a pencil.
5 Students then trace around each item of clothing following the dotted lines, first using a finger and then with a pencil. As they finish the picture, encourage them to name the item: *(It's a) cap*.
6 Circulate asking individual children: *What's that?*



Fast finishers

- In pairs, students turn to their partner, smile and say *Let's get dressed*. They mime putting on clothes. They say the name of the clothes item as they mime putting it on.

Consolidation game

- *Point to the picture* (Games Bank, page 87) with the clothes flashcards.



LESSON 5 pages 74-75

Objectives: To use language for giving instructions to put clothes on
To listen to and practice instructions in pairs

Vocabulary *cap, jacket, sweater, shorts, skirt, t-shirt*

Language: *Put on your (red jacket).*

Materials: Student's Book, pages 74-75
Class CD
Digital Toolkit
Unit 8 poster
Flashcards: cap, jacket, jumper, shorts, skirt, t-shirt
Yellow, red, blue and green coloring pencils or crayons for each child
Optional: a cap, a t-shirt, shorts, a skirt, a jacket and a sweater for the *Opener* activity

Opener

- Use the Unit 8 poster, the flashcards or real clothes to revise *cap, jacket, sweater, shorts, skirt* and *t-shirt.*
- Play the *Let's get dressed* song from Lesson 4, page 72 with the class and students sing along and mime any actions they can.

1  [CD 2.33] Listen and point

1 Help students to find page 74. Look at the picture with the class. Ask *What can you see?* There are two girls and they have a rail of clothes beside them and are talking to each other. Point and ask *What is this?* to elicit the clothes words. Elicit the colors *What color is this? Is it red? Is it blue?*

2 Say *Listen and point.* Play the CD to the class. Ask students to point to the clothes as they hear them mentioned.



Audioscript

1 Girl 1:	*Put on your red jacket.*
2 Girl 1:	*Put on your blue skirt.*
3 Girl 1:	*Put on your yellow cap.*
4 Girl 2:	*Put on your yellow t-shirt.*
5 Girl 2:	*Put on your green sweater.*
6 Girl 2:	*Put on your red shorts.*



2 Look and say

1 Play the first sentence of the CD again. Say *Listen*. Ask one of the students to model it with you. Say *Put on your red jacket*. Help the student to mime putting on a jacket. Then try to help the student to make up a statement of their own with: *Put on your…* so that you mime putting on the item.
2 Students work in pairs to do the speaking activity using the pictures to help them.
3 You could also play the CD and pause before each clothing item, point to the clothing item on the page and ask students to complete the instruction.
4 Confident learners could demonstrate their speaking activity in front of the class.



LESSON 5 page 75

1 Match, color and say

1 Help students to find page 75. Point to the first picture on the left. Ask *What's this?* Elicit *(It's a) skirt*. Ask students if they can find another skirt on the right-hand side: *Can you see another skirt?* Students look at the pictures on the right-hand side. They draw a line with a pencil from the skirt on the left-hand side of the page to the skirt on the right-hand side.
2 Repeat the procedure for the pictures of the *cap* and the *jacket*.
3 Ask students to use coloring pencils or crayons to color in the pictures. Then, in pairs, they show each other their pictures and say *Put on your (red jacket).*

Fast finishers



- In pairs, students practice clothes vocabulary and colors by pointing at and naming their own clothes, for example *a blue t-shirt.*

Consolidation game

- Play *Dina says* (Games Bank, page 86) with the phrase *Put on your...* and the clothing items: *cap, jacket, sweater, shorts, skirt* and *T-shirt.*

Unit 8

LESSON 6 pages 76-77

Objectives: To work on a project
To make a paper doll
To present your paper doll to the class

Vocabulary: *cap, jacket, sweater, shorts, skirt, t-shirt*

Language: *A (yellow t-shirt).*

Materials: Student's Book, pages 76-77
Digital Toolkit
Flashcards: cap, jacket, sweater, shorts, skirt, t-shirt
Student's Book Unit 8 cut-out
Coloring pencils or crayons
A completed paper doll to show the class if possible

Opener

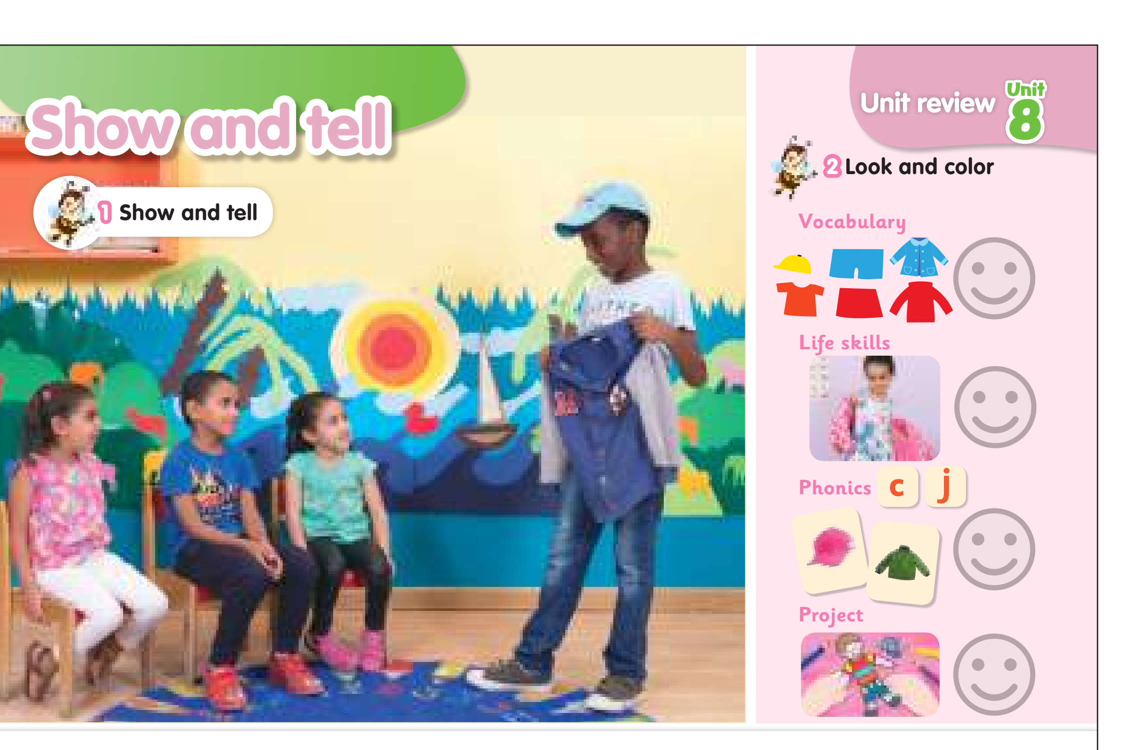
- Play a game of *Pass the cards* (Games Bank, page 87) with the cap, jacket, sweater, shorts, skirt and t-shirt flashcards to practice the clothes vocabulary.



1 Make a paper doll

1 If you have made a paper doll, show this to the class. Say *This is a paper doll. Look! It's a (girl). (She)'s wearing a (red skirt), a (yellow sweater) and a (blue cap).* Make sure each child has seen it properly by taking it around the class.
2 Help students to find page 76. Look at the pictures together with the class. Say *Look, the children are making paper dolls. Here are the materials. They cut out the dolls and the clothes. Then, they choose the clothes and color them. Then they put them on their doll.*
3 Explain to the class that they are going to make and dress their own paper dolls, following the instructions in the pictures: *Now you try.*
4 Demonstrate the procedure: First, students cut out the paper dolls. Then they cut out the clothes. Next, they color the clothes. Finally, they wrap the clothes around the dolls.
5 Distribute the items students need to make the doll. Each student needs the Unit 8 cut-outs of the paper dolls and the clothes items from the back of their Student's Books and some coloring pencils or crayons.
6 Monitor students' work. Ensure that they clean and tidy up when they finish. You could play the *Let's tidy up!* song from Unit 3 (First Term) as they do this.







LESSON 6 page 77

1 Show and tell

1. Make sure students have their clothes from home with them. Place these on your table.
2. Help students to find page 77. Look at the page with the class, and explain that the boy in the photograph is talking about his favorite clothes with the class. (He has on a blue sweater with grey sleeves.)
3. Say *Let's talk about our clothes*.
4. Choose an item of clothing and invite the student who brought it in to come to the front. Ask *What is this, (name)?*
5. Encourage students to use words and phrases that they have learned, such as *A (yellow sweater)*.
6. Help students with any clothes vocabulary that they have not covered yet.
7. Students can also do this activity in pairs.

2 Look and color

1. This is a self-assessment. Students look at the categories: *Vocabulary* (for the new words in the unit), *Life skills* (if they understand about getting dressed independently), *Phonics* (if they know the letter sounds /k/ and /ʤ/) and *Project* (for their paper dolls).
2. For each category, students put a sticker next to the pictures if they feel they have understood the section.

Fast finishers



- Ask students to look back at the unit in their books and find the activity they found most enjoyable. Alternatively, you could ask them to look for the activity they found most difficult.

Consolidation game

- Students choose which game or games to play to revise vocabulary from this unit or from any of the units in the book. Ask students for suggestions, let them vote, and play the most popular games.

PLAY TIME page 78



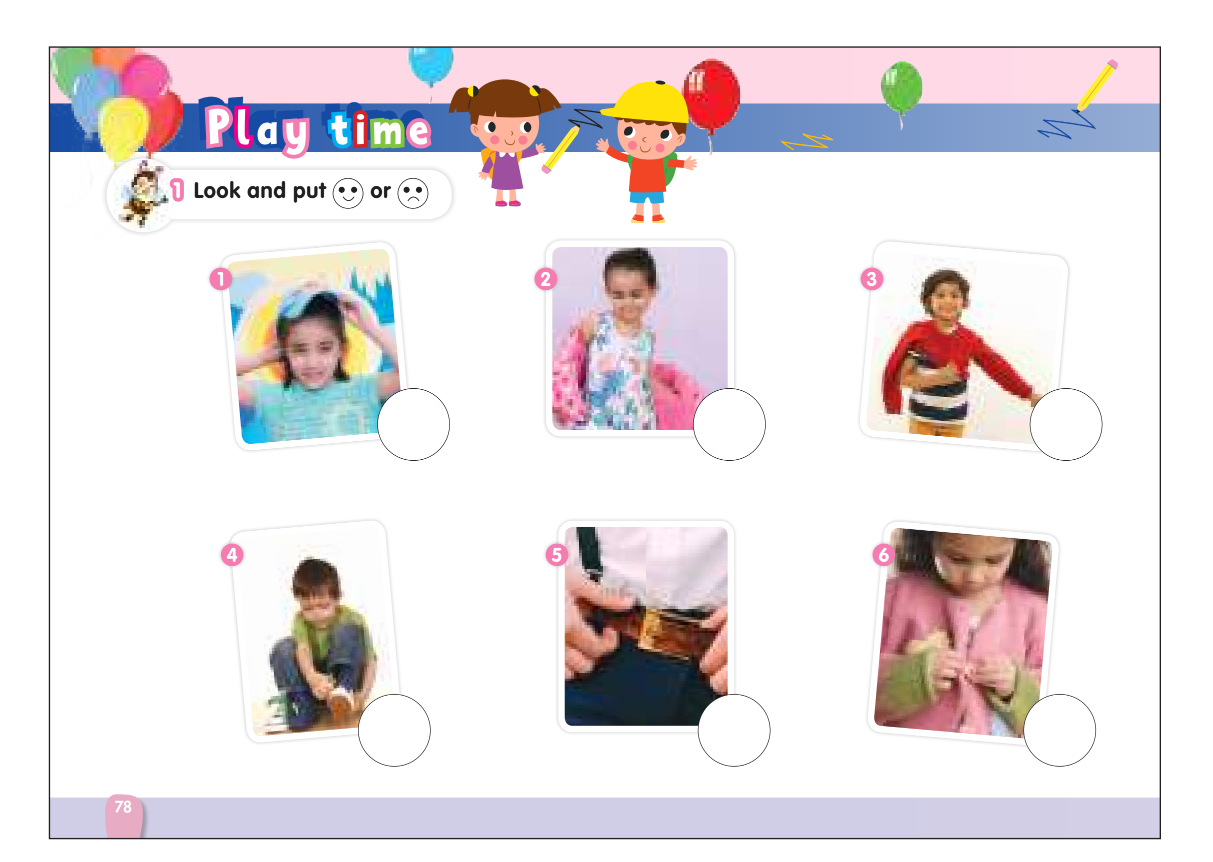
- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and draw ☺ or ☹

1. Help students to find page 78.
2. Ask students to look at the pictures. Discuss what the children are doing in each photo (Each is getting dressed: wearing a cap, wearing a jacket, wearing a sweater, tying a shoe lace, buckling a belt, buttoning a sweater). Encourage students to participate as much as possible.
3. Point to the first picture and say *Can you do it?* Ask students to draw a happy smile on the face next to the photo if they can wear a cap by themselves. If they need help to do this, they draw a sad face. Tell them that a sad face just means that they are still working toward this goal and they will be able to do it in the future.

Fast finishers

- Tell the students to work in pairs. They can show their partner their work, point to their photos with smiley faces and say I can do it.







PLAY TIME page 79



- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look, count and color

1. Remind students of the numbers 1-5. You can ask them to count on their fingers.
2. Tell the students to count the objects in each section of the page.
3. When they are happy that they know how many objects there are, tell them to find and color in the circle with the correct number.
4. Go around the class as the students work. Check that they are coloring the numbers correctly and help them to count the objects.



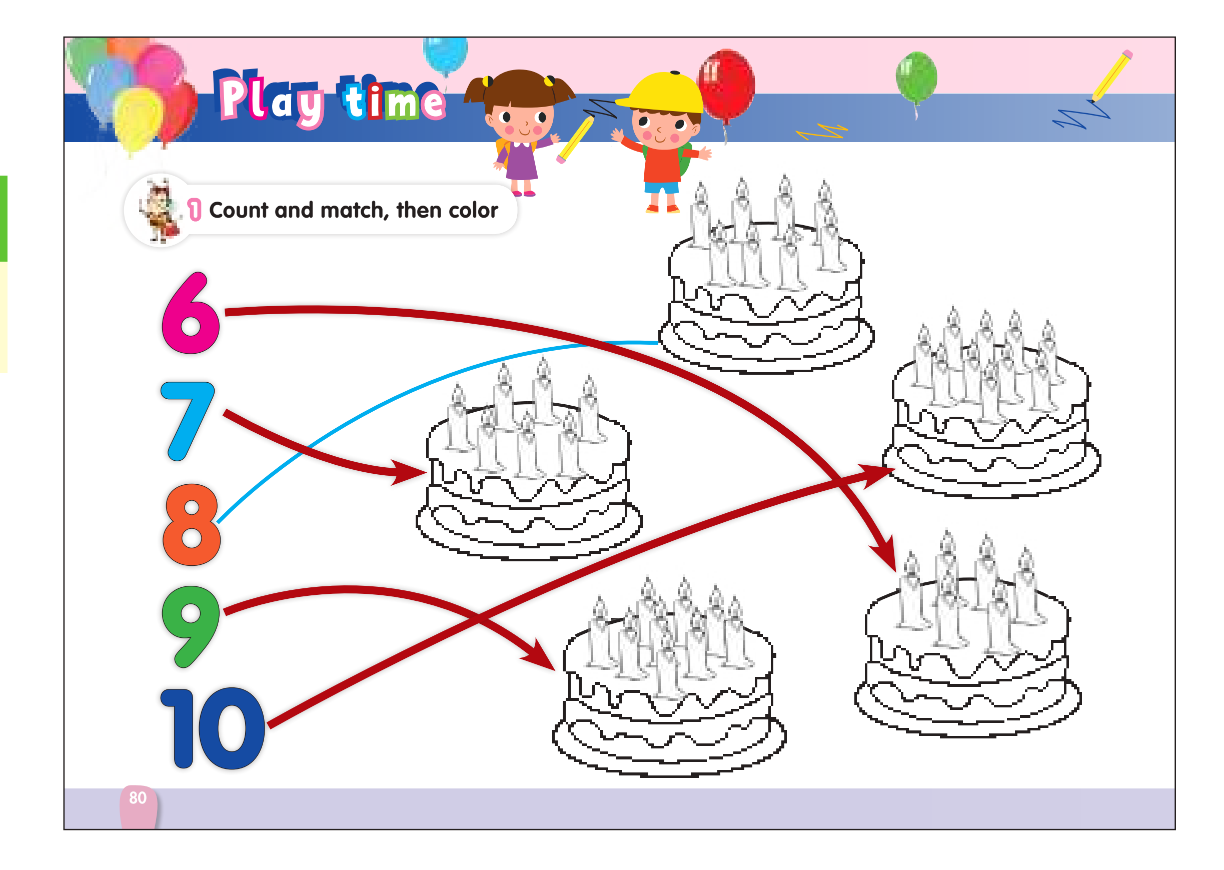
PLAY TIME page 80

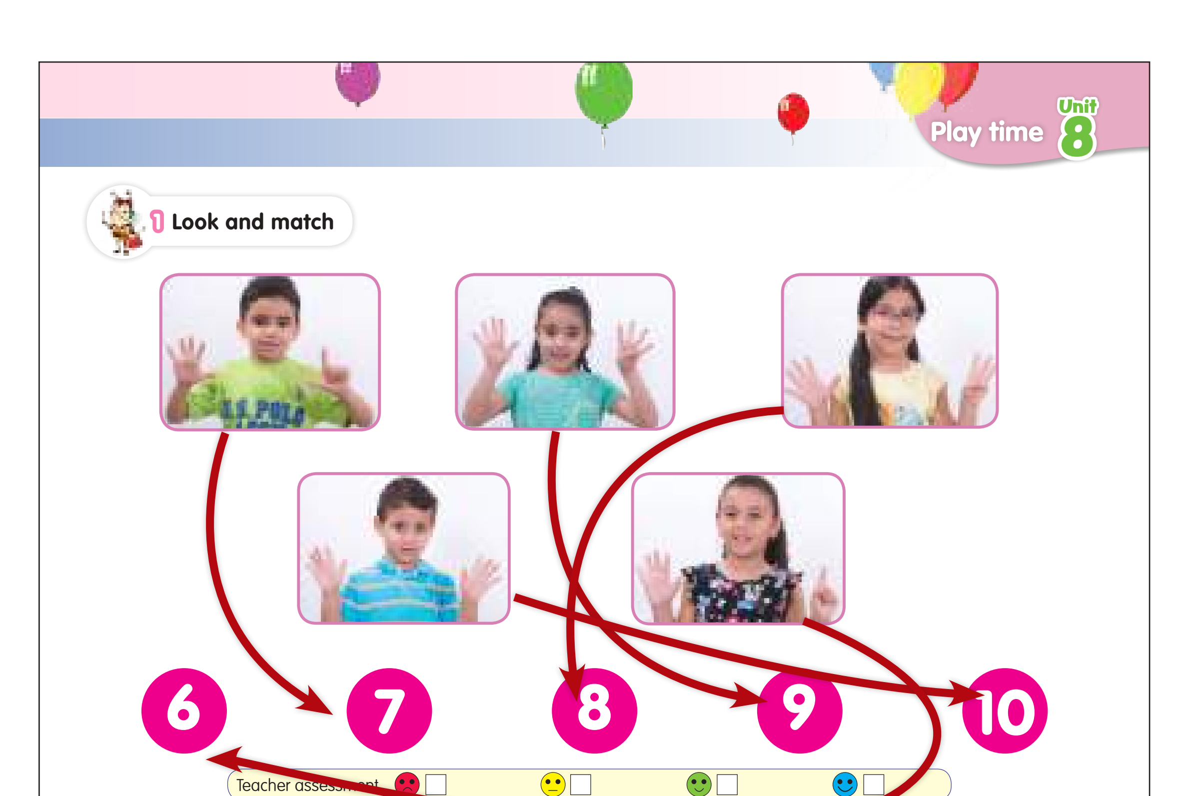


- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Count and match, then color

1. Remind students of the numbers 6-10. You can ask them to count on their fingers.
2. Ask them to count the candles on the first cake.
3. Students reply *1, 2, 3, 4, 5, 6, 7, 8*.
4. Say *Well done! Now trace the line connecting the number 8 to the cake with the eight candles.*
5. Repeat the process for the remaining numbers and cakes.
6. When students have finished matching the cakes with the numbers, ask them to color the cakes with bright colors.









PLAY TIME page 81

- *Play time* pages give students extra practice of the language in the unit. They can be completed at any time and are ideal for fast finishers.

1 Look and match

1 Remind students of the numbers 6-10. You can ask them to count on their fingers.
2 Point to the first boy and ask *How many fingers is he holding up?*
3 Students reply *7!*
4 Say *Well done!* and have them draw a line from the boy to the number 7.
5 Repeat the process for the remaining pictures and numbers.
6 Go around monitoring their work. Praise all efforts.

Teacher assessment

- Take in their books. Remember to give each student a color-coded grading for each skill, for your own records. This will allow you to plot their development as the course progresses.
- Also give students a tick in their books alongside the face that best represents their overall progress in the unit. See the introduction page xvii for more information about the color coding.

LESSON 1 page 82

Objectives: To revise the vocabulary from Units 5–8

Vocabulary:
Unit 5: *ball, balloon, car, doll, robot, teddy bear*
Unit 6: *apple, date, egg, nut, orange, strawberry*
Unit 7: *camel, elephant, giraffe, lion, monkey, snake*
Unit 8: *cap, jacket, sweater, shorts, skirt, t-shirt*
Numbers: *six, seven, eight, nine, ten*

Materials: Student's Book, page 82
Class CD
Digital Toolkit
Flashcards: Units 5–8 flashcards

Opener

- Revise the vocabulary from Units 5–8 with a game of *Guess the picture* (Games Bank, page 87).

1 [CD 2.36] Listen and point

1 Help students to find page 74. Point to Busy Bee and ask *Who's this?* (Busy Bee) Ask students to identify various pictures on the page. Point to a picture and ask *What's this?* Students say *It's a (nut)*.
2 Then explain to the students that there are five paths, of different colors, through the garden to get to Busy Bee's beehive at the end. Ask students what they can see in the first path of pictures (the blue path). Point to the number 6 and ask *What is it?* (six). Elicit the numbers six, seven, eight, nine and *ten*.
3 Say *Listen and point*. Play the first speaker on the CD. Students point to the corresponding numbers as they hear them mentioned.
4 Point to the number 1 and ask *What is this?* (one). Say *Yes, it's one*.
5 Repeat the procedure for the other four rows of pictures.

Audioscript

1 Busy Bee: *6, 7, 8, 9, 10*
2 Adam: *ball, balloon, car, doll, robot, teddy bear*
3 Dina: *elephant, monkey, camel, snake, lion, giraffe*
4 Adam: *apple, strawberry, egg, nut, date, orange*
5 Dina: *jacket, shorts, skirt, T-shirt, cap, sweater*



2 Color the star

Students color the star on the beehive to show they have revised the words on the page.

Fast finishers



- Students play *Point to the card* (Games Bank, page 87) to practice any of the words from the page.

Consolidation game

- Play *Pass the cards* (Games Bank, page 87) with the flashcards from Units 5–8.



LESSON 2 page 83

Objectives: To revise the vocabulary from Units 5–8

Vocabulary:
Unit 5: *Where's my (ball)? Here is it. Thank you.*
Unit 6: *I like (apples). Me, too.*
Unit 7: *What's that? It's a (giraffe).*
Unit 8: *cap, jacket, sweater, shorts, skirt, t-shirt*
Numbers: *Look! Put on your (cap).*

Materials: Student's Book, page 83
Class CD
Digital Toolkit
Flashcards: Units 5–8 flashcards

Opener

- Play *What's missing?* (Games Bank, page 88) to revise the vocabulary from Units 5–8

1 [CD 2.37] Listen and color

1 Help students to find page 83. Look at the picture with the class. Ask them what and who they can see in the pictures. Point to a character and ask *Who is this?* (Adam, Dina and Busy Bee) Make sure students can remember the names of the characters.
2 Then point to each of the animals on the page and ask *What is that?* (lion, giraffe, monkey, elephant) Next point to the food (strawberry, apple, orange) and clothes (sweater, skirt, cap, t-shirt, shorts) to elicit these vocabulary items.
3 Show students the uncolored parts of the picture. Elicit the words (lion, apple, cap).
4 Tell students they are going to listen and color in the correct places on the page: *Listen and color.*
5 Play the CD, pausing after each mini-dialogue. Students listen, choose the appropriate part and color it as they hear it mentioned (the lion, the apple, and finally, Adam's cap).

Audioscript

1 **Adam:** *Touch your hair.*
2 **Busy Bee:** *I like apples.*
Dina: *Me, too.*

3 **Busy Bee:** *What's that?*
Dina: *It's a lion.*

4 **Adam:** *I'm wearing a cap.*

6 Say *Listen and point*. Play the CD again. Students listen, point to each item and join in with any words they can.

Fast finishers

- Students practice the vocabulary from Units 5–8 with a partner, using the pages in the book. One student asks *What's this?* and the other student replies *It's a (cap).*

Consolidation game

- Play *What's this?* (Games Bank, page 88) with toys, food, animals and clothes vocabulary.

LESSON 3 page 84

Objectives: To revise the letter sounds from units 5–8 (/r/, /s/, /f/; /ɛ/, /ɒ/, /k/ and /ʤ/)

Materials: Student's Book page 84
Digital Toolkit
Flashcards: r/robot, f/four, s/strawberry, e/elephant, o/on, c/cap, j/jacket; six, seven, eight, nine, ten
Dice or 3-sided spinners and counters for the game

Opener

1 Revise the sound /r/ using the *r/robot* flashcard. Show the picture on the flashcard and ask: *What's this?* Elicit *robot*. Then say *robot*. Students repeat after you.
2 Show the letter side of the flashcard and say /r/. Students repeat the sound /r/ with you.
3 Then show the picture on the card again and elicit *robot*. Flip the card from the letter side to the picture side so that students are saying: /r/ … *robot* repeatedly.
4 Repeat the procedure for /s/, /f/, /ɛ/, /ä/, /k/ and /ʤ/.
5 Play *Go to the card* (Games Bank, pages 86-87) with the numbers flashcards to review 1–5.

1 Play the game

1 Help students to find page 84. Say *Look! A game*. Point out that there are three rows. Use the flags to elicit the vocabulary and letter sounds, one row at a time. There is an odd word out in each group of three pictures. Can the students find it?
2 Demonstrate how to play the game. Hold up your book to show the game board. Explain that students have to take it in turns. First, students place their counters in the top left-hand corner. Each student rolls the dice or spinner and moves their counter that number of spaces on the game board. They say the sound or word for the space they land on, so if they roll a one, they land on the letter *c* and say */k/*, if they roll a two, they land on the picture of a *cap* and say *cap*.
3 Students play the game in pairs or small groups. When they get to the end of the top row, they move their counter down to the beginning of the next row of flags (always starting on the left-hand side).
4 They can play the game more than once, or with different partners, if time allows.







LESSON 4 page 85

Objectives: To revise vocabulary from Units 5–8
To revise language from Units 5–8
To listen to and practice a dialogue in pairs

Vocabulary:
Unit 5: *ball, balloon, car, doll, robot, teddy bear.*
Unit 6: *apple, date, egg, nut, orange, strawberry.*
Unit 7: *camel, elephant, giraffe, lion, monkey snake.*
Unit 8: *cap, jacket, sweater, shorts, skirt, t-shirt*

Language:
Unit 5: *Where's my (ball)? Here is it. Thank you.*
Unit 6: *I like (apples). Me, too.*
Unit 7: *What's that? It's a (giraffe).*
Unit 8: *Look! Put on your (cap).*

Materials: Student's Book, page 85
Class CD
Digital Toolkit
Flashcards: Units 5–8 flashcards

Opener

- Display the flashcards from Units 5–8. Play *Word whispers* (Games Bank, page 88) to revise the vocabulary.

1 [CD 2.40] Listen and point

1 Help students to find page 80. Look at the first picture with the class. Ask *What is that?* There is a boy touching his nose. Repeat for each of the photos.
2 Say *Listen and point*. Play the first mini-dialogue on the CD to the class. Ask students to point to the correct photo.
3 Repeat the procedure for the other mini-dialogues.

Audioscript

1 **Boy 1:** *Touch your nose.*
2 **Boy 2:** *What's that?*
Boy 3: *It's a camel.*
3 **Boy 4:** *I like dates!*
Girl 1: *Me, too!*
4 **Girl 2:** *Put on your cap.*
5 **Girl 3:** *Thank you.*

2 Act

1 Play the first mini-dialogue on the CD again. Say *Listen*. Ask one of the students to model it with you. Say *Touch your nose*. Help the student to follow the instruction
2 Students work in pairs to do the speaking activity using the pictures to help them.
3 You could also play the CD and pause before the words: *nose, dates, camel* and *cap* and ask students to complete each sentence.
4 Confident learners could demonstrate their speaking activity in front of the class.



Fast finishers

- In pairs, students play *Show me* (Games Bank, page 88) to practice the numbers 1–5.
- You could also mix up two sets of flashcards, i.e. foods from Unit 6 and animals from Unit 7 and ask students in small groups, to sort the cards into foods and animals. Encourage them to say the words as they sort the cards.

Consolidation game

- Play *Guess the picture* (Games Bank, page 87) with the vocabulary from Units 5–8.

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. toys. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball, they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw or roll to the next student or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. the letter *h* (/h/). The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Color show

Use this game to practice colors vocabulary. Roll or throw a soft ball or beanbag to a student and say *Show me (yellow / red / blue / green)*. The student can touch any item in the classroom, whether they know the vocabulary or not, as long as it is the correct color.

Color spot

Use this game to practice colors vocabulary. Say *Find something (red)*. Students find and point to something red in the classroom. It does not matter if they do not know the vocabulary as long as the color is correct.

Copy it

Use this game to practice pre-writing skills. Students work in pairs. Give one student from each pair a picture of a simple line or shape. The student uses a finger to draw the line or shape on the other student's back. The second student then draws the line or shape on paper and they see if it matches the first line or shape that was drawn.

Dina says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says… touch your (nose)* and touch your own nose. The students touch their noses. Continue with eye, hair, ear, mouth and hand. Then say *Touch your (nose)*, without saying *Teacher says*, and show students that you are not doing the action. Students only do the action if you say *Teacher says*.

Dina says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Follow the pattern

Use this game to practice motor skills and cooperative skills. In pairs, students stand at one side of the room. One student walks to the other side of the room, following a meandering path. The other student follows behind. When all students get to the other side of the room, they repeat with the other student leading.

Flash the card

Go to the word or letter or card (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper. Place three or four of the words or letter sounds you are reviewing, e.g. h/hello, b/book, r/robot and d/daddy, in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word or letter or card (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the picture

Slowly draw a picture of a vocabulary item, e.g. board, book, chair, crayon, pencil or table for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams, with each group trying to guess first.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Memory

Use this game to practice vocabulary. You need a set of real items, e.g. a doll, a teddy bear, a robot, a balloon, a car, a ball. Place some of the items on a table and give students a short time to look at them. Cover the items with a cloth, and ask students to remember the items they saw.

Mime it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. robot. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. students can also play in pairs.

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialogue with their partner, for example: *Hello, what's your name? I'm (Sara)*. When you clap again, they walk around again until you signal that they should stop and do the dialogue again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. h/hello, b/book and r/robot, and elicit the letter sounds: /h/, /b/ and /r/. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask *What's the missing sound?* Students tell you the missing sound.

Pass the letter / number / cards

Use this game to practice letter formation. Play in groups. Students stand in groups in lines in front of the board, one behind the other. Trace a letter, for example, *h* on the back of the last student in the line. The student traces that letter on the back of the student in front of them, who then traces it on the student in front of them. They continue this until the letter reaches the student beside the board. That student writes the letter on the board. Check if it is correct. The student beside the board moves to the back of the line. Repeat the game with a different letter. You could also play this game with numbers to practice number formation.

Point to it

Use this game to practice vocabulary when you have real items, e.g. food (or toy food), classroom items, parts of the body, clothes. Choose one of the vocabulary items and say *Point to a (crayon)*. Students find and point to the item.

Point to the picture / card

Use this game to practice vocabulary using pictures or cards of items cut out of magazines, when real items are not available, e.g. course characters, family members, animals, numbers. Display the cut-out pictures. Say one for the words, e.g. daddy. If students think they know which picture is daddy, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of daddy. That student says the next word and chooses the next student to come and point to it. Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. pencils, crayons and books. They will need enough of each item to show the numbers you are practicing. Say the number, for example: two. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Games bank

Sorting

Use this game to practice sorting items into different categories, e.g. healthy and unhealthy food. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. a green spoon or green tick at the top of one side, and a red spoon or red tick at the top of the other side. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Trace the letters or numbers

Use this game to practice letter or number formation. Play in pairs. e.g. one student traces a number from ١ to ٥ on the back of the other student. The student says the number and then they swap roles.

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. camel, elephant, giraffe, lion, monkey, snake. Revise the vocabulary. Ask students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. board, book, chair, crayon, pencil and table. Demonstrate with a confident student. Show the student an item, e.g. a book, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class *Is it a (book)?* The rest of the group says *Yes. It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Word whispers

Use this game to practice vocabulary. You need pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. doll, without letting the rest of the group see. The first student whispers: doll to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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